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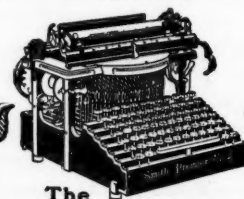
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# THE SCHOOL JOURNAL

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## Educational Progress. II.

Convocation Address at the Lewis and Clark Exposition, Portland, Oregon.

By William T. Harris, U. S. Commissioner of Education.

(Continued from last week.)

Before discussing high schools and colleges which have a special function in preserving our heritage of the past I ask your attention to a *definition of civilization*.

What right, it is asked, has the parent to impose his form of doing upon his children by force, on the ground that it is a higher form of civilization? What infallible criterion have we, asks another, by which we may be entitled to conclude that we have a higher civilization than the neighboring nations? Why is not the Indian civilization as good as ours? Why is not the Chinese civilization or the civilization of the Philippine islands as good as the civilization that calls itself the United States, or Great Britain, or France, or Germany? This is a serious question and needs to be understood if one is going to sit in judgment upon national conduct.

I ask you, therefore, to consider with me the answer which can be made to the question, What is it that makes one civilization higher than another? What is a high civilization, and what is the highest civilization?

I offer a definition for civilization. It is this: A people is civilized when it has formed institutions for itself which enable each individual citizen to profit by the industry of all his fellow-citizens; when it enables each individual to profit by the experience and wisdom, the observations and thoughts of his fellow-citizens; when it encourages each individual to enter upon a rational self-activity by which he contributes, either thru his industry or thru his observations and his thoughts, to the benefit of the people with whom he lives.

This definition of civilization can be put in another form which shows its significance. Civilization enables man to conquer nature and make it his servant; to command the services of heat, light, electricity, and of all the inorganic elements; to command also the plant world, or vegetation, for his uses; to command also the animal kingdom for the same service; in short, to command the services of nature for food, clothing, and shelter. Besides this control over nature, civilization should give man access to the history of his race; access to its literature; access to its scientific discoveries; access to its various inventions; and, above all, access to its moral and religious ideals. Civilization, in short, should give man command of the earth and likewise command of the experience of the entire race.

In the light of this definition we may approach the civilizations as they actually exist and inquire how far they have realized the ideal, how high they have climbed on the ladder of

civilization. At once we see how low the tribal civilization is as compared with the civilization of Great Britain, or France, or Germany. There is no tribal civilization on the face of the earth, and never was one, which could compare with these nations in its knowledge of the uses of mineral substances, chemical changes, and the natural forces such as heat, light, electricity, gravitation, etc. No tribe can possibly command the complete resources of the world as regards its vegetable and its animal life, the products of agriculture and the mines. The reason for this is that the tribe is too small, and the tribe from the very nature of its constitution can not co-operate with other tribes receive nor their help. It stops at a view of nature which is a mere superstition. The tribe can climb only a little way up the ladder which leads to the control and command of all the substances and forces of nature. Consequently, the tribe can not participate in any great degree either in the productive industry of the whole world or in its intellectual investigations and discoveries.

Other forms of civilization above the tribe take rank as higher or lower, according to the degree in which they realize this ideal of conquest over nature and complete intercommunication with the rest of the world. No nation that lacks a great commerce can be so high in civilization as Great Britain or France. No nation that lacks railroad communication can be so high in civilization as the United States. No nation that lacks steam engines to perform its drudgery can be so high as the nation which has these things.

Again, a nation that has no printing presses and that can not buy or even read the books of the world can not be said to have a high civilization. And on this scale the nation that has the most printing, that makes the most books, and that reads the great books of the world is higher than the other nations. The ideal in this respect is that civilization should make it possible for each man to know the experience of all the past thru science and literature, and that he should be able to see, thru the columns of a morning newspaper, the history as it is making, day by day, in all the lands of the world.

Again, there is another criterion—a very important one. A nation may be very far advanced in its ability to control nature and to command access to the wisdom of the race. But it may do this only for some classes of its citizens and not for all. Such a nation is not so highly advanced in its civilization as one that allows each of its citizens to participate in the product of the whole. The nation that gives schools to the humblest class-



es of its people as well as to its highest classes, and the nation which allows the humblest people to govern themselves under just laws is a higher nation than one which separates the ruling class into a government apart from and above the mass of the people.

The highest ideal of civilization is that of a civilization which is engaged constantly in elevating lower classes of people into participation of all that is good and reasonable, and perpetually increasing at the same time their self-activity.

High schools and colleges teach the grounds of our civilization, the elementary schools provide the first rudiments.

We hear people ask sometimes whether a high school course of study is really practical or only ornamental: Let us pause a moment and consider.

292,287 pupils in the United States public high schools and 55,728 in private high schools were studying algebra in 1900.

Algebra is a difficult study, but it gives an insight into the construction of arithmetic. If a person in later life should forget his arithmetic he may readily reconstruct its rules, if he has studied algebra at some time in his youth for a year. He can perform far more difficult problems by its method than he ever could perform by simple arithmetic. No advanced course of study in mathematics can be pursued except by aid of algebra.

Beside these students in algebra, there were 168,518 youth in the high schools studying geometry. This branch shows the necessary structure of all bodies that exist in space. Algebra and geometry are tools of thought that enable man to control matter and motion. They are among the most practical of all branches for giving directive power.

My attention was called to this practical phase of high-school mathematics as applied to physics thirty years ago when one of our high school boys in St. Louis, Missouri, took an humble position in the water-works office of that city. Some pipes in the lower part of the city, next to the river, burst, and the new ones by which they were replaced did not last long. This boy made a calculation, and found that the pressure of 150 feet of water is something like 60 pounds to the square inch, and that this was more than the regulation pipe used could stand, and, on request of the manager he made a formula by which the proper regulation standard of pipes could be fixed. This boy was promoted.

Physics, or "natural philosophy," enrolling 118,936 pupils describes and explains mathematically the various properties of matter and force, showing the structure of all kinds of machinery and giving an insight into electricity, steam, attraction of gravitation, the dynamics of water, the nature of the solar spectrum, the structure of the telescope, the microscope, and the like.

Of all branches that have to do with the conquest of nature by human industry, physics is the most important for the pupil.

In the languages, 65,684 pupils in high schools were studying French, 100,873 pupils studying German, 24,869 Greek, and 314,856 were studying Latin. Latin is the stock out of which the southern languages of Europe are formed. Even the northern languages get the most important part of their vocabularies from it, namely the technical words for the sciences and the words expressing fine shades of thought and refined emotions. Even a brief study of Latin, say six months, is of immense value to enable one to be at home in the English language, of which three-fourths of the vocabulary is of Latin origin.

Besides these language-studies which deal with

a knowledge of human nature, the high school gives other studies that help powerfully in the same direction: 238,134 pupils in high schools studied general history last year.

This is an age of the conquest of nature by machinery. One hears gladly the strong speeches made by progressive men in favor of manual and industrial training—there ought to be free industrial schools to enable each youth to learn the trade of his choice without resorting to the tedious and wasteful process of apprenticeship. In the past thirteen years manual training has been provided for in 322 cities out of the 587 cities of over 8,000 inhabitants, and there are 33,062 pupils enrolled in manual training high schools. A little more than five per cent. of all high school pupils in the United States are studying manual training. It ought to be possible for any middle-aged man or woman to attend an evening school or a day school and learn a new trade in a few weeks or months—or, what is of quite as much importance to them, learn how to improve themselves in the trades they have been following for twenty years, without acquiring any considerable skill, because of having no opportunity to learn the most approved new methods and manipulations. All this is true, but it remains a fact that the pupils who have learned well the common-school branches are far better fitted to use machinery than the illiterate laborers who have served their long apprenticeships of seven or even of twenty-seven years.

The growth of high schools and colleges in the past thirty years has been very great. I give the figures for the decade 1890-1900.

If we add the totals of higher education to those of secondary schools, in order to see what the country as a whole is doing in schools beyond the higher elementary grade, we find that in 1890 there were 8,053 students in the million of population, who were pursuing advanced studies, and that these 8,053 had increased in the decade to 12,588.

#### Enrollment of Secondary Pupils.

	In each million of population			
	1890	1900	1890	1900
Private academies.....	94,931	110,727	1,576	1,443
Public high schools.....	203,000	520,000	3,241	6,832
Preparatory classes and (special institutions).....	69,109	89,193	1,115	1,174
Total secondary pupils.....	367,040	719,920	5,872	9,449

#### Total Higher Education in the United State.

Colleges.....	800	1,284
Other higher education, professional and technical.....	1,301	1,855
Total higher.....	2,181	3,139
Grand total secondary and higher.....	8,053	12,588

The significance of these educational items cannot be fully appreciated without considering the facts that I have hinted already, namely, that the school gives the power to continue one's education with increasing skill thruout life. Even the illiterate grows, altho slowly, in mental power by reason of experience in life. But his experience is limited to what he can observe in himself and in a small circle of neighbors. But his school educated companion who can read and does read, is all the time widening his mental view by what he gets from the printed page, and growing in accuracy of thought on account of it. Hence, it happens, after fifty years of life, at the age of sixty years, the illiterate has grown as much by experience as he could grow by one year of schooling, while his literate companion has grown at least ten times as much.

So with the secondary pupil, there are opened new windows out of which to observe man and



nature—the windows of algebra and geometry, of physics and chemistry, of Latin and French or German, and of general history. He gets at least three times as much from the printed page of science or literature as the graduate of the elementary school, and his accumulation in the course of fifty years is more than ten times that of his elementary companion or one hundred times that of the illiterate.

In one year's time the high-school graduate has not made very many applications of his knowledge, but, as the years go on, he starts new trends of observation, and follows out threads of causation and long paths of genesis in the growth of the things and events that come under his immediate observation.

The student of higher education far surpasses the secondary student in his ability to see lines of causality and of genesis in facts and events, and his power to accumulate in his life experience from year to year is far greater. His power to see the past in the present and to predict the future at a glance of the present situation seems miraculous, after fifty years of using his higher education. Just as Agassiz could see in the scale of a fish enough of its character to enable him to draw the fish, altho he had not yet seen the fish, and just as Asa Gray could divine the history of a tree from seeing it at a single glance, so in a thousand ways and in a thousand different provinces, the old man, who, in youth has been trained in the college and in the professional school acquires powers of seeing things in their history and in their complex relations.

These are the considerations that make us rejoice at the recent unexampled increase of secondary and higher education and it remains for us to say that this increase is likely to go on, because it is due to the growth of productive industry in the country. The use of water, steam, and electricity in the industries is increasing the average annual production of each inhabitant. This accumulation of wealth enables our people to prepare their children in better schools and in longer periods of schooling.

The average school term of the United States is only five years of two hundred days each, or one thousand days. The future will see this lengthened with the increase of wealth in the community. I do not think that the average production of wealth in 1800 could have been more than ten cents a day for each man, woman, and child, but by 1850 it had risen to thirty cents a day, and in 1880 to forty-four cents; in 1890 to fifty-two cents; in 1900 to fifty-eight cents. The average amount of schooling will increase to ten years and more when, at some time in the future, we can produce a dollar a day for each inhabitant.

The great work of the elementary schools impresses us when we consider its function in our industrial life and our political life of to-day.

Instead of ninety-nine drudges producing raw material and one person working to furnish and diffuse directive intelligence, it will come to pass some time in the future that one man will, by the aid of machinery, furnish the raw material, another man's labor will make the useful articles of food, clothing and shelter, ten more will elaborate articles of comfort and luxury, the rest, more than eighty per cent. of the community, will take up vocations having to do with protection and culture.

The work of education is the direct work of helping individuals to help themselves. It does not go on as fast as it should, nor as far as it should. Our comfort is that it is making visible progress. The average complete school-life for the entire nation is at present only 1000 days for each person. This would give five years—each year of two hun-

dred days—enough to take a pupil thru the primary schools of a city. Even Massachusetts, with all its schools, public and private, does not give enough schooling to amount to seven years apiece for its inhabitants. Some states of the Union give only a little more than two years for an average. But it is worthy of note that Massachusetts, with nearly twice the average schooling per individual, produces nearly or quite twice the amount of wealth per individual, compared with the nation's average. In 1880 the census seemed to show that the average production of the whole nation was forty-four cents per day for each inhabitant. That of Massachusetts came up to eighty cents.

It is in view of the fact that the laborers who produce raw material are paid only one-half of the wages paid to those engaged in skilled industries such as are carried on in cities, that we find the significance of this great exposition in the city of Portland.

The symbols of the highest civilization are the railroad, the daily newspaper, and the school. Here we find the type of the bearer of civilization. It brings together the producer and the consumer. In the city the raw material brings the highest price, and the manufactured product is found at its cheapest price.

The city makes combinations; it seeks out the producer and buys his product, selling him its equivalent of the merchandise of the world. The city thus connects the people of its environment with the whole world. The family that produces for itself its own food, clothing, and shelter is living on a low plane of civilization. It should produce some specialty for the market of the world, and exchange it for a share in all the productions of mankind. Each person consumes or partakes of the product of the world of universal human society; each, himself, contributes to the supply of all others. It is this process of intercommunication of each with all that is the essence of civilization.

The family that produces all that it consumes does not enjoy luxury or culture as the result of its labor. But when it has access to the market of the world, thru the mediation of the city, then it may have endless variety in what it consumes. By the division of labor, skill and productive power are increased, so that the share of each person is multiplied. Hence, each gets more than he gives to the world market.

Here we may see the vast significance of the school education in enabling the citizen who shares in the productions of his fellow-men to know his fellows, and understand their views of the world. It enables him to know their opinions, and to share in their spiritual productions as well as in their material productions. It enables him to participate in the formation of national and international public opinion.

Small as is the schooling given by our nation to its people, some four and one-half years apiece, it suffices to make reading and writing universal, and with them gives also a limited acquaintance with the rudiments of arithmetic and geography. This fits the citizen to become a reader of the daily newspaper, and thus to bring him under an educating influence that will continue thruout his life. A newspaper civilization is one that governs by means of public opinions. The newspaper creates public opinion. No great free nation is possible except in a newspaper civilization. By aid of the printed page, the school-educated person makes present to himself daily the events of the world and lives an epic life. For the epic life is the life of nations. A certain portion of the day of each citizen is given to contemplating world events, and to discussing them. He sees the do-

ings of his state and nation, and form his own opinions. His opinion, in the aggregate with those of his fellow-citizens, is collected and offered to the world by the newspaper. That our schools suffice to produce a government by public opinion—this is a result of a higher order than the other good results which we have canvassed. To give people the power to readjust their vocations, and to climb up to better paid and more useful in-

dustries out of lives of drudgery, is a great thing, a sufficient reason in itself for establishing a public school system. But to give the people the power of participating in each other's thoughts—to give each one the power to contribute his influence to the formation of a national public opinion—is a far greater good; for it looks forward to the millenium, when no wars will be needed for the mediation of hostile ideas.

## Boys Who Leave the High Schools, and Reasons Therefor

By Superintendent J. W. Carr, Anderson, Indiana.

Belonging to the ten graduating classes of the Anderson high school, from 1894 to 1903, there were 381 boys. One hundred thirty-one, or 34.5 per cent of these were graduated, 230 or 65.5 per cent withdrew before graduation. Of the withdrawals, 124 were during the first year, 74 during the second year, and 54 during the third year. Nearly all the boys who entered the fourth year were graduated. The reasons assigned for withdrawal are as follows:—20 removed from the city, 28 went to school elsewhere, 3 withdrew on account of ill health, 17 became indifferent and quit, 120 withdrew to work and 62 withdrew without assigning any reason.

This is not a bad showing, especially when we consider that Anderson is a manufacturing city and that the demand for young men has been very great. The per cent of boys who have graduated in Anderson is one seventh times that of Kansas City, nearly twice that of ten New York and Massachusetts cities, more than twice that of thirty-two Texas towns, two and a half times that of five California towns, and three and a half times that of Boston. Nine Georgia cities alone surpassed Anderson in the per cent of boys graduated.

After making deductions on account of sickness, removals, attendance at other schools, withdrawals to work from necessity and all other necessary causes, I believe that there were *one hundred boys, or twenty five per cent* of the whole number, who might have been graduated from the Anderson high school if they had really desired to do so. Why did they not have this desire?

The answer to this question, in my opinion, is three-fold, and I give the parts inversely in the order of their importance.

1. The opportunities for learning a trade or for going into business were such that they did not think it advisable to disregard them. The number who withdrew from high school for this reason is comparatively small, perhaps not more than twenty.

2. They did not believe it necessary to be graduated from the high school in order to succeed in business or in life. Fortunately this sentiment in the high school and in the community is growing less and less. The success of those who do graduate is the best argument in favor of a high school education.

3. They became indifferent to school work or impatient of school restraints. This indifference and impatience were due to a number of causes—lack of preparation, lack of interest and purpose and, consequently, lack of application on part of the boys; lack of sympathy, insight, tact and power on the part of teachers; lack of flexibility and adaptability of the course of study; lack of proper training and discipline on the part of the home. The school will never graduate a large number of boys whose attendance is irregular, who are out late at nights, who spend their time loafing at cigar stores and on the corners, who have

never been trained to work or mind at home, whose bodies are enervated by the use of tobacco and the practice of other vicious habits, and whose minds are filled with sporting news, trashy literature, and other things that make for unrighteousness. For these the school can do but little except to appeal to parents, to society, and to a merciful God.

The most important question is, what are we going to do about it? How are we going to keep the boys in high school? How can we graduate a larger per cent? This question can be only partially answered. I venture two suggestions—*increase the efficiency of the high school; build up a stronger public sentiment.*

Several things must be considered if we would increase the efficiency of the high school. The work in the grades must be well done. High school teachers must have scholarship, special training, tact, sympathy, and teaching power. The course of study must be liberal and practical—liberal in the sense that there is opportunity for choice—practical in the sense that it supplies the needs of the pupils, fitting them not only for college, but to a great extent for business, and for life. Finally, if the high school would be most efficient it must develop a high type of manhood and womanhood. Its graduates must have intellectual attainments, must know how to use their knowledge, and must have acquired habits of industry, fidelity, perseverance and rugged honesty.

We should strive to build up a better public sentiment both in the high school and out of it. If the disturber and the "never study" are unpopular among their fellows, if the boys take pride in their school work and want to excel in the classroom as well as on the athletic field, if the teacher is regarded as a helper and a friend, if the boys speak of it a "our school" and are willing to stand by it at all times, and under all circumstances, if such a spirit as this exists among the pupils themselves it will not be difficult to keep the boys in the high school until they graduate.

Again, if the people esteem the high school teacher as a truly valuable citizen, if they look upon the high school boy, not as a "smart" young man unfit for work, but as a gentleman able and willing to do something, in a word if they regard the high school as one of the most useful institutions of the community, then we shall have their confidence and co-operation in full measure. Such public sentiment without, will react on the sentiment within, for the betterment of all. With greater efficiency in the school and the right spirit within and without, the circle of influence is complete and each aids and strengthens the others. Like the electric current that passes thru the transformer, the voltage is multiplied and the energy correspondingly increased. This is the line of progress not only for increasing the percentage of graduates but for solving other high school problems.



## Physical Training in High Schools:

HOW FAR SHOULD IT BE EDUCATIONAL AND HOW FAR RECREATIVE?

By Supt. C. F. CARROLL, Rochester, N. Y.

Our fathers lived out of doors. They were giants and did the work of giants every day. Their offspring migrated to the cities and to the great west, and became leaders in our supremacy as a nation. In turn the offspring of these men are many of them physically weak and often degenerate. Life on the farm was productive of intellectual and moral force. The life in the home of the rich or well-to-do in the city diminishes the power of observation and reduces muscular activity. Strength and suppleness of body are necessary to the best type of manhood. Weakness of body is likely to be accompanied by loss of courage, ambition, and initiative.

Our urban population is rapidly becoming the victim of disease. Comparatively few people who are confined to a sedentary life are free from some form of physical weakness. Almost every person we meet carries about a physical handicap.

There is a great army of healers who fatten upon the infirmities of the community. The business of supplying remedies is one of the most extensive and profitable. There are great cities devoted to sanitariums and cures of every name. Men and families of means migrate as do the birds to find certain conditions of temperature and weather.

If our population were made up entirely of families of affluence the race would soon become extinct. The children of the extremely poor, who are poorly fed and who swarm in homes that are unclean ought to be rescued from their hopeless condition, and bodily reconstructed. Depression of spirit often weighs down upon the rich and poor alike. Health and beauty are almost synonymous terms. If we examine carefully the faces of school children both these are, as a rule, wanting. A child of perfect physical development is rarely seen, and mild forms of nervous diseases are everywhere visible.

From this statement it is fair to derive the principle upon which we urge the need of physical development in schools. At the end of one or two generations, under present conditions, the individual and community life are threatened with decay and call for scientific treatment such as can apparently be supplied only in the public schools. Germany has attempted such a reconstruction by a system of gymnastics, which is first applied to the schools, and second to the army. Under this stimulus the German system has attained wide recognition and the German Turner Society is almost as well known in America as in Germany. This movement was offensive and defensive. It was the deliberate purpose of the German government to produce a generation and an army so strong that it would be able to defeat its western neighbors, and give Germany a place among the nations such as it had never hitherto attained.

So much in favor of a system of physical training which shall be educative, and shall attempt to reconstruct muscle and brain, and certain it is that the moral and intellectual fiber of the body must fall back in the last analysis upon the solid foundations of strength of body. On the other hand, from the first, games are ever a source of education.

Playfulness is an element in the first intelligence of childhood. Instinctively, the parent watches for and stimulates this tendency. Day by day each new movement is undertaken under the impulse of playfulness. Little children play together

all day long. The muscles depend upon games for their development. The chief intellectual exercise of children consists in the competition of the playground. The games of the kindergarten are its soul and inspiration. Play has become almost a new religion among the great army of missionaries among children. Playground leagues are a new discovery and a new force in civilization. New lines of sports have become popular within recent years. Every man of means aspires to some line of recreation. Golf, tennis, the bicycle are all serving their part in bringing joy back to the world.

Schools and colleges have entered into the competition and lead in this spiritual revolution. The college man who is not interested in some form of athletics is an anomaly and must make an explanation. Such a man would not be tolerated in an English university. Indeed the educated English gentleman has received a training in athletics as steady and complete as that which he has received in Greek and Latin.

In an up-to-date school the games of childhood again have their place and every child and every class engages every day in good earnest in these games with all the joy of ancient days. Not only do these games promise to arrest the downward physical course of the race and bring back ambition and courage, but they are also bringing back the joy of life. This spirit and the abandon of free play has become contagious, and men and women alike look with delight upon the games of school and college, and as gracefully as they may, they are all becoming children again. Men testify that the golf field is revolutionizing their lives and is giving them hope of added years.

Who then shall attempt to say whether physical training shall be chiefly recreative or chiefly educational? It must be on one side systematic and exacting, correcting curvature and spinal weakness, giving keenness of appetite and ambition to do and execute. On the other hand it may lift the spirit depressed by the confinement and strain upon our weakened bodies. Again who shall say that one is not as educational as the other? The trained athlete has a fund of intellectual reserve of no mean magnitude. He is deliberate, and resourceful and can mass all the energies of his life in a moment and at a given point. If systematic physical training develops patience, endurance, and skill, no less does the competition of games enable a man to meet his enemies of whatever sort.

It is not our business to discuss abuses and excesses in athletics. They are inevitable and must be dealt with resolutely, but they do not affect the principle involved. The body is the dwelling place of the spirit as it is of the intellect, and the education of either considered apart produces a monstrosity. We have the data and the experience at hand upon which we may build a civilization and a humanity that shall be worthy of the day and that may resist inroads of luxury and ignorance alike. It is our privilege and opportunity as school men to appreciate and to appropriate the opportunity that is held out to us.

Prof. A. H. Chamberlain of Throop Polytechnic institute, Pasadena, Cal., recently spoke on the subject, "The Place and Policy of the Manual Training High School." In summing up his idea as to what the manual training high school should teach its students, he said: "First, the lesson of responsibility; secondly, that of self-reliance and ability of leadership, and thirdly, the lesson of service and consideration for one's fellows."

# Professional and Financial Side.

Conducted by William McAndrew, New York City.

## State University Salaries.

*The Popular Science Monthly* for September prints an article by C. W. Foulk and A. F. Earhart, on the subject of state university salaries. The writers have based their conclusions on statistics furnished by the universities of Wisconsin, Minnesota, Nebraska, Kansas, Missouri, Illinois, Indiana, and Ohio. In selecting this group in the middle west the authors feel that a well defined type is represented, the figures of which would have a wide application. The eight universities have shared in the development of the middle west. Their equipment, attendance, and number of instructors have increased to a remarkable extent, and there is in them an almost entire absence of traditions. In such institutions, if anywhere, one would expect to find the normal salary and the normal rate of change in salary.

One of the valuable features of the paper is the introduction of several plates, illustrating by curved lines the decrease and increase of salaries during the period of investigation. The preparation of these papers has evidently involved much painstaking labor and we are indebted to Messrs Foulk and Earhart for one of the clearest and most comprehensive papers that has yet appeared on the salary question.

The writers find that during the years 1896-98, salaries of university teachers reached a high mark, but in 1898-99 there was a sudden drop. In 1895-6, the number of professors in the eight universities was 187, the average salary being \$2,139. In 1896-97 the number increased to 196, but increases in salaries raised the average to \$2,193. During the next year, 1897-8, the number rose to 202, while the average salary reached \$2,202. Something evidently happened in 1898-9, for the evidence reveals the fact that in some institutions, at any rate, salaries were actually cut. During this year the number of professors reached 224. The average salary fell in four universities, remained at a very low figure in one, and rose in three. So the salaries for the year 1898-9 reached the lowest mark in this period. Since that time there has been a steady increase.

There are several great differences to be noted in some of the universities during this period. In four of them, Wisconsin, Illinois, Kansas, and Missouri, the rate of increase in the average salary was more rapid than that of the general average for the eight institutions. In two, Indiana and Minnesota, there was an increase, but at a less rapid rate than the average for all. Nebraska increased rapidly during the first three years and then suddenly declined. Ohio shows a decline since 1899-1900. Advance reports of the Ohio salary list for 1905-6 show an upward trend; professors reaching \$2,200, associate-professors, \$1,580, and assistant-professors, \$1,347. In 1898-9, the average salary was \$2,106. At present, 1904-5, it is \$2,315.

This period beginning with the year 1898-9 and ending with the present academic year, is peculiarly suited to a study of the salary question. The times in general have been good, the universities have prospered, and the lapse of time has been sufficiently long to warrant general conclusions.

While the average salary has increased ten per cent. over that of 1898-9, the increased cost of living should be taken into consideration before a final conclusion is reached regarding the real state of affairs.

One interesting feature is that in the majority of the eight universities there appears to be a "normal" salary for men of full professional rank; that is, a sum which all professors receive unless there be some particular reason for their having more or less. This conclusion is inferred from the following figures, taken from data for 1904-5, but typical for the whole period. In Kansas, 57 per cent. of the professors are receiving \$2,200 each; in Nebraska, 47 per cent., \$2,100; in Minnesota, 48 per cent., \$2,400; in Indiana, 53 per cent., \$2,500; in Ohio 40 per cent., \$2,250; in Wisconsin, 33 per cent., \$2,500, and 20 per cent., \$2,000.

In the payment of high salaries Wisconsin heads the list. During 1904-5, ten deans and professors received from \$3,000 to \$4,500. The lowest recorded salary, \$1,000, is also on the Wisconsin list. Illinois and Missouri are the only other universities of the eight that pay a professor more than \$3,000. All of them are paying some men \$2,500, and in four this is the highest salary paid. All but Indiana pay some professors less than \$2,000.

This record shows great differences: At present Wisconsin pays 60 per cent. of her professors \$2,500 or more; Indiana, 53 per cent.; Missouri, 44 per cent.; Illinois, 43 per cent.; Nebraska, 16 per cent.; Kansas, 10 per cent.; and Ohio, 5 per cent. In 1905-6, Ohio will pay 36 per cent., \$2,500. As to the number who receive less than \$2,000, the percentage ranges from none in Indiana to 31 in Ohio. In finding the average salary for associate professors, it is interesting to note how very few men hold this title. The number, however, is increasing with fair uniformity, from 18 in 1893-4 to 49 in 1904-5. The general average salary at present is \$1,600.

The number of assistant-professors has increased steadily in the eight universities, from 61 in 1893-4 to 159 in 1904-5. The average general salary is now \$1,374.

From these figures, concludes the compilers, it can be seen that the average pecuniary attraction in the field of state university work is \$2,315 per year plus an indefinite amount that may be made by extra work. It is also seen that this sum is increasing, but at such a slow rate as to leave it an open question as to whether the increase is keeping pace with the increased cost of living. In comparison with the salaries or incomes of men of like training, age, and experience in other professional lines, it is small, perhaps not more than one-third or one-fourth as much.

Of course all professors' salaries have not been compared here. The eight universities selected are large and rich institutions. Were one to collect statistics of 150 to 200 small colleges in this same section of the country, the average salary would be far lower than in the state universities. In all probability the general professional salary would drop to less than \$1,800.

A. Bruce Gibbs, of Ypsilanti, Mich., has compiled an interesting table of statistics for the *Moderator-Topics*, showing the average monthly salaries of both men and women teachers in the state of Michigan for the years 1863 to 1904 inclusive. The increase has been a steady one. In 1863 the men received \$28.17 and the women \$12.44 per month. In 1904 the men received \$57.33 and the women \$40.55 per month. "Never before in the history of Michigan," Mr. Gibbs, writes, "have wages been so high as they are to-day."



## Teachers' Salaries in Canada.

A recent issue of the *Educational Monthly of Canada* contains an interesting paper on teachers' salaries in Toronto, as compared with the pay received by persons in other callings. The paper was originally read before a meeting of teachers by Principal William Scott, of the Toronto normal schools.

After a thoro examination of the records from 1867 to 1903, Mr. Scott found that the average salary paid per day, to men teachers in the provinces was \$2.20, to women, \$1.53; to men teachers in the counties, \$1.80, to women, \$1.34; to men teachers in the cities, \$4.71, to women, \$2.43; to men teachers in the towns, \$3.36, to women, \$1.62. The highest paid yearly salary during these years was \$1600 in 1903.

In finding the average daily salary for high school teachers the author took the records from 1889 to 1904. He found that principals in collegiate institutes received \$7.94 per day, assistants, \$5.04; also that the highest yearly salary was paid in 1904, amounting to \$2,900. In the high schools the principals received, on an average, \$5.21 per day, assistants, \$3.46; the highest yearly salary being \$1,800, paid in 1889. The salary of 1904 was only \$1,500 for the principal, and \$1,053 for the assistant.

The average yearly salary for teachers in the kindergartens reached \$326 in 1903, being an advance of \$72 over the amount paid in 1893.

These figures increase in interest when compared with the sums paid other toilers, such as builders, brewers, boot and shoe men, dressmakers, metal workers, store employes, printers, cigarmakers, and others.

Mr. Scott points out that there are scarcely any occupations in which the workers are not better paid than the average teacher. He further shows how utterly insufficient is the teacher's remuneration when one takes into consideration the time spent in preparation before a man is allowed to teach, the manner in which he must dress, the way in which he must live, the expense of keeping abreast of the times professionally, the skill and tact he must possess to perform his work as it should be done, the high order of intellectual and moral qualities demanded of him, the little chance he has of making money in any other way, and the fact that the work of teaching is an arduous one despite the apparently short hours and long holidays of which we are constantly hearing, as is evidenced by the early breakdown of many strong, healthy men and women.

In citing several typical cases, the author points out the fact that discrimination is made against teachers by the powers that be. "In Toronto, the liberal, the mecca of teachers," he says, "the school board pays its women teachers \$1.73 per day for the first year. This is less wage than is paid the street sweepers, who receive \$1.80, and is 27 cents per day less than is paid to the drivers of the scavenger carts. It is not contended that the street sweepers and scavengers receive too much, but what of the poor teacher who cannot afford to appear in the school-room shabbily dressed? Is it a living wage? Again, men assistants are started at \$700, or \$3.46 per teaching day. This is less than the government insists shall be paid to the bricklayers, masons, stone-cutters, etc., on such contracts as the Royal Victoria Museum at Ottawa, the Drill Hall at Chatham, etc.

"Again, the city of Toronto pays its six tax collectors each \$1,350 per year. It starts its principals of fifteen-roomed or larger schools at \$1,300. Is this just? Who will contend that the work of looking after a number of accounts is more difficult

than managing a school of from 700 to 1200 children? Who will say that it needs more ability to keep accounts than to manage a large institution, that it requires more experience to keep books than to deal with children? Are the hours of labor longer? I venture to say not. Why then should the teacher be discriminated against at every turn? The whole situation is so unjust and so manifestly unfair that one may be pardoned for losing patience over it."

## The Salary Plan of Quincy, Ill.

Extract from Supt. D. B. Rawlin's annual report.

To fix the salaries of our grade teachers so that all will receive adequate and just compensation for their services is one of the most important duties of a board of education. That teachers should be paid according to merit no one will deny. But how to determine the merit of the teacher is a question upon which there is a difference of opinion. The board members, since they are not experts and cannot devote much time to inspection, must depend mainly on the judgment of the superintendent. The superintendent, however, in a system as large as ours, has so many duties to perform in addition to supervising teachers that he cannot visit each room often enough to form an absolutely fair judgment as to the relative efficiency of teachers. Hence it comes that the superintendent must, in making his recommendations, be assisted by the principals and supervisors. These officials are not only expert teachers, but come constantly in contact with the work of the teachers. Consequently they are in the best possible position to know the work of a teacher and to pass on her efficiency. This being true, I shall at the close of the ensuing year in rating the efficiency of teachers, base my recommendations on the reports of principals and supervisors as indicated in the following scheme:

Maximum yearly salary for teachers below the high school, \$600 a year.

Inexperienced teachers started at \$300 a year.

Inexperienced teachers with from one to two years' normal training, \$350.

Experienced teachers not especially trained (2 years' experience), \$400.

Normal graduates without experience, \$400.

Experienced normal or college graduates, \$500.

The superintendent, supervising principal, music supervisor, drawing supervisor, in the eighth grade, and the high school principal shall grade the efficiency of each teacher as stated below. The superintendent's estimate in the schools where there is no supervising principal shall count 5-10; where there is a supervising principal it shall count 4-10, except in the eighth grade, where it shall count 3-10; the supervising principal's estimate shall count 4-10; the music and drawing supervisor's each 1-10; the high school principal's in the eighth grades, 1-10; teaching principal's, 3-10.

In determining the efficiency of a teacher the following points are to be considered: (1) Ability as a disciplinarian; (2) knowledge of subject matter; (3) method and manner of presenting a lesson; (4) moral influence over pupils; (5) professional interest and zeal.

Efficiency shall be graded A, B, C, D, or E, Grade A being the highest degree of efficiency and Grade E the lowest.

If a teacher maintains a general average of A in efficiency her salary approaches the maximum at the rate of \$50 a year; if B, her salary approaches the maximum at the rate of \$25 a year. If her average is C her salary is not increased; if it is D, her salary is decreased \$25 a year, and if it is E she is dropped from the list of teachers.

## The Trial of Socrates.

In 399 B. C. public interest at Athens centered round the trial of Socrates. For many years his uncouth form and his troublesome habit of putting questions had been familiar to all Athenians, and more than one of the comic poets—Aristophanes as well as lesser men—had made him their butt. Now he stood before a jury of his fellow citizens, charged with the heinous crime of impiety. The speech he made in his defense, which is preserved for us, at least in its broad outlines, in the *Apology* of Plato, is not merely a reply to the charges of the prosecutors, but a vindication of his whole career.

Many years before the date of the trial, the oracle of Apollo at Delphi, the most revered of all the oracles of Greece, had pronounced Socrates the wisest of men. Self-examination and contact with his fellows convinced him that the divine utterance was true, inasmuch as he was conscious of his ignorance, whereas other men, tho equally ignorant, imagined they were wise. His life henceforth was devoted to justifying the deliverance of the god by convincing men of their ignorance, as the first step toward the acquirement of knowledge.

His method was not that of formal dogmatic exposition: his attitude was that of a searcher after truth, one who hoped to learn from others what he did not know himself. In the market-place or the gymnasium he would enter into conversation with members of all classes of society, cross-examining each as to his notions of justice or courage or self-restraint, drawing from him contradictory answers and thus proving to him the inadequacy of his fancied knowledge.

When the ground had thus been cleared, Socrates would lead him, still by the same method of question and answer, to right conceptions and definitions of the qualities which go to make up the life of virtue. Socrates took it for granted that if men had knowledge they would act upon it: indeed, the common opinion of the time was that everyone desired his own good, and that virtue was the highest good. What he was concerned about was that men should know aright wherein virtue consisted. He was above all a moral reformer. Physics and metaphysics he left severely alone: he "brought philosophy," in Cicero's words, "down from heaven to earth," and, believing that "the proper study of mankind is man," he sought how to make men live aright. In the Athens of his day there was a keen demand for culture of all kinds—a need which the Sophists aimed at supplying; Socrates saw that the most important element of culture was the training of the soul.

The followers who gathered round him as he pursued his task were, many of them, men distinguished alike for their lofty character and their mental powers: a minority were attracted solely by the intellectual training which association with Socrates provided. Such were Alcibiades and Critias, both of them bitterly hated by the Athenian democracy. On the other hand, by his ruthless exposure of men's ignorance, he excited in many minds a strong dislike, and even hatred. The way in which he upset conventional notions of morality, and his claims to be carrying out a divine mission, shocked the ordinary man. Moreover, altho no one had been more fearless in his resistance to the unscrupulous and bloodthirsty oligarchy which had terrorized Athens a few years before, it was well known that he was no admirer of Democracy. Thus personal spite united with religious and political prejudice to crush a man who labored unselfishly for the highest good of his fellows, who was careful in the discharge of all the observances of the national religion, and who loyally upheld the constitution of Athens.

The defence of Socrates is eminently characteristic of the man. There is not a word of flattery to the jury, no attempt to excite compassion by the exhibition of weeping children. He gives a flat denial to the charge of impious speculation about the secrets of the universe, declares that he is no atheist, and shows that there is no ground for the accusation that he corrupted the young. The speech is that of a man who has no hope that anything he can say will eradicate the long-standing prejudice in the minds of the jury. And so it proved; the jury, tho not by a large majority, pronounced him guilty.

In the proceedings which followed the verdict the attitude of Socrates was even more uncompromising. Athenian law left the penalty for impiety to be fixed by the jury; prosecutor and defendant stated the punishment which in his view was appropriate, and the jury had to adopt one or the other proposal. While the prosecutor in this case named death as the penalty, Socrates actually declared that he deserved to be maintained at the expense of the state as a public benefactor; and tho at the urgent entreaty of Plato and other friends, he ultimately consented to propose a considerable fine, the effect of this offer was neutralized by the whole tone of his speech. The jury, by an increased majority, sentenced him to death. Before leaving the court for the prison, Socrates is represented by Plato as addressing a brief speech to the jury, setting forth his bright hopes of blessedness in the future world. A month later, surrounded by his weeping friends, he drank the hemlock.

The *Apology*, which was probably published by Plato soon after his master's death, represents, as has been said, the substance of Socrates' defense, but the style and the artistic arrangement are Plato's own. In one respect it stands apart from Plato's other writings: it is not a dialog, tho it contains an instructive specimen of Socrates' dialectical skill in the damaging cross-examination of one of the prosecutors. Like the earlier dialogs it gives a true picture of the actual Socrates; in those of later date many theories peculiar to Plato himself are put into his master's mouth.—T. R. MILLS, in *The University Correspondent*, London.



## Overwork in School.

If you think that too much work is assigned to a child, and if you suspect that it is undermining the child's health, do not complain of school or teacher, and do not suffer the child to do slovenly work. It would be far better in many cases to remove a child from school for six months or a year, and let that time be spent in healthful play, light tasks at home or some manual labor; for instance, a girl between twelve and fifteen might easily drop a year from her school life, and spend that time in learning some of the household arts of which no woman should be ignorant. She might learn to make beds, sweep, dust, cook and sew, and for a while be her mother's companion, and in the end she would lose nothing, even tho her graduation from the high school were deferred for a twelvemonth. Equally, a boy would lose little by a short interruption in his studies, provided he were a bookish boy. There is always more danger in interrupting the studies of a boy than in making a break in those of a girl; for a boy, if once permitted to work for himself, is seldom willing afterward to forego the pleasure of earning money. Parents must decide for themselves what is best for their children, remembering that no two children are precisely alike. In the same family there are very great differences.—MRS. SANGSTER in *Woman's Home Companion*.



## College Entrance Certificate System.

The *Brown Alumni Monthly* recently printed a review of the report of the New England College Entrance Certificate Board, in which was summed up the following statement of purposes showing the general principles that govern its work.

1. All applications from schools for approval shall be presented in writing to the board for decision.

2. Certificates coming from any school approved by the board and covering all the requirements for admission made by any college represented in the board shall be valid at such college, and certificates that do not so cover the entire requirements shall be treated by such college according to the rules which that college establishes for such certificates. No certificate from a school not approved by this board shall be valid for admission at any co-operating college unless the school lies outside of the jurisdiction of the board.

3. The board shall have the power of withdrawing approval from a school, and from such a school certificates shall not afterward be accepted until it shall again be approved by the board.

4. A general report of the work of pupils from approved schools for at least one-third of their first year in college shall be made to the board and such other reports as the board may require; and all complaints of insufficient preparation shall be made to the board with specifications as to subjects and individuals, but such complaints shall not interfere with reports to the schools about students entering from them.

5. The board shall hold meetings at such times and places as shall be determined and shall have power to establish rules for its own procedure and to define conditions under which it will approve schools.

6. The list of schools approved by the board shall be published in the catalogues of the colleges, or in such other way as the colleges shall deem best.

7. The list of approved schools shall be revised every three years, and approval shall be withdrawn from schools that within that time have sent no student to any of the colleges represented in the board.

8. On the establishment of the board the colleges shall give notice to the schools which they have severally approved and which are within its jurisdiction that all privileges of certification will be withdrawn at the end of the next academic year, and that renewals will be granted only by the board.

The extent of the work already accomplished may be seen from the following extract from the last annual report of the board:

"On November 9, 1904, four hundred and forty-six schools had asked for the application blank and three hundred and seventy-four had made formal application by filling out and returning this blank. Of the latter number one has withdrawn its application, one hundred and ninety-seven have been approved for three years from January 1, 1904, forty-six have been placed on a trial list for one year, one hundred and eighteen have failed of approval, and twelve have not as yet been considered . . . . .

When the board was organized, there were five hundred and thirty-four New England schools on the approved lists of one or more of the ten colleges which had been receiving students by certificate. Of these schools one hundred and forty have not as yet been heard from; but of this number one hundred were on only one list, twenty-seven more had been approved by only two colleges, and only six had the approval of more than three."

"In general," observes the writer in the *Alumni Monthly*, "it may be said that the certificate system in New England is better safeguarded than ever before and that the tendency is toward greater rather than less rigidity. No attempt has been made to impose a standard examination upon the certificating schools, but their curricula are thoroughly investigated, and by a periodical inquiry they are kept to a high level of work."

There are two ways of testing a school's fitness for sending students to college on certificates. The first is by diligent inquiry into the curriculum of the secondary institution and the second is by carefully noting the student's work after he has been admitted to college. As some uncertainty had been occasioned regarding the definition of the word unsatisfactory in its application to certified college freshmen, the board last year explained its interpretation of the term in this way:

"First.—Those who have failed without reasonable excuse to meet the requirements of the college in any subject during the first term or semester of their first college year shall be reported as unsatisfactory in that subject."

"Second.—The colleges are requested to make the same report in the cases of those students who are admitted by examination from New England schools on the approval of the principals."

In the following tables will be seen what proportion of certified students (in 1903-04) proved unsatisfactory in the work of their first term or semester in college:

	English	Latin	Greek
Number Certified	1047	866	422
Number Unsatisfactory	212	120	50
Per Cent. Unsatisfactory	20.2	14	11.8

	French	German	Mathematics
Number Certified	679	341	1042
Number Unsatisfactory	95	46	257
Per Cent. Unsatisfactory	14	13.4	24.6

In connection with these figures it should be understood that they refer to all students received on certificate from New England schools by the colleges connected with the board. The approved list of the board, however, was not yet in use.

"It is evident," says the board's report, "that the percentage of unsatisfactory pupils varies widely from subject to subject, being greatest in mathematics. Indeed, in three colleges more than forty per cent. of the certificates in this subject were unsatisfactory, and in only two did this per cent. fall below ten. The time allotted to this subject in the various curricula of the schools does not vary much, but elementary algebra and plane geometry are too often assigned to the first two years of the course with little or no review afterwards."

"There is no reason to think that a greater uniformity of requirements will exist at some time in the future thruout the East than now obtains. The Middle States association of colleges already prepares uniform examinations, which are held at many and widely separated points, and some of the students in preparatory schools who have taken these examinations are members of the new freshman class at Brown. To what extent this uniformity will spread is an open question, as is also the desirability of its universal adoption."

"The colleges at present associated in the work of the New England College Entrance Certificate Board are Amherst, Boston university, Bowdoin, Brown, Dartmouth, Mt. Holyoke, Smith, Tufts, Wellesley, Wesleyan and the University of Maine. It is expected that Williams will soon become a member of the association, as its authorities have voted to apply for membership. Only two New England colleges, Harvard and Yale, now refuse to admit freshmen on certificate."

# The School Journal,

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## Times Have Changed.

Time was—not so very long ago—when the temptations to self-indulgence were less general than they are at the present time. The privilege of a pleasure trip abroad was enjoyed by very few; the greater number of intelligent people never entertained a serious desire for it. Things which in those days were considered an exceptional treat are now counted among the daily needs. The living expenses have accordingly increased, and the struggle to keep pace with them has forced upon many of us an inhumanly heavy burden of labor.

The art of mere money making has been raised in popular estimation beyond the bounds of rationality. The man who knows how to bring in dollars and cents is the commanding figure in public life. How to amass a large amount of money, without incurring the risk of going to prison, has become the predominant consideration. The producer of solid value has become the servant of the trafficker who uses the products as a basis for financial speculation. The standard of reward is not what a man or a man's work is worth to his country or to the world, but financial shrewdness pure and simple. Men whose dealings have corrupted the government and social life, and whose foul influence has brought thousands of young people under the domination of false gods, they have been made the masters.

What is to be done about it? The most necessary thing to do is to establish righteous and just standards of living. This can be done nowhere more effectively than in the schools. It may seem hard to say it, but it's nevertheless true that the schools of the past are in no small degree responsible for the gross corruption which cries to heaven daily from the columns of the newspapers. The limitation to the Rs with a contemplative life held out as a reward to the ambitious pupils has something to do with our shame.

The sturdy American pioneer life which formerly surrounded most of the children in their homes was a powerful antidote. But when that passed away, and the industrial occupations of the home and farm no longer exercised their educational influence over the young the bookish school curriculum became a growing menace to society. It bred a desire for comfort, for living by one's wit rather than by honest labor, for getting something for nothing. The softening of teaching methods hastened the decline. The educational seers pointed out the gravity of the danger, and the gradual development of industrial phases of work in the schools shows that their warning is being heeded. The girls and boys who are learning to produce something in lines that constitute the actual wealth of the world are being rightly educated. They have at least a chance to develop the conviction that there is joy in making something and that money obtained in any other manner than by giving actual value in return is not earned. That is worth considerable.

Sincere regard for conscientious labor and an honest trade, or at least adaptability for the kind of work best suited to his nature, these form the best equipment a pupil can take with him into the world. These considerations must help shape the school programs of the present day. Let

fools delight to bark and fight over "fads and frills." The situation is serious. Shall we shut our eyes to it? We cannot; our soul is not so dead as to be indifferent to the shame which false standards have brought upon us. We must take heed. When the needs of the times change, the duties of the school change with them.

## The Teachers' Opportunity.

On October 5, Dr. Maxwell spoke before the Brooklyn institute of art and sciences on "Teachers' Opportunity." He paid this tribute to the teachers: "If I should tell you of all the deeds of kindness done by teachers," how they have clothed the naked and fed the hungry, how when their own slender means were exhausted they have appealed to their well-to-do friends and induced children of the rich to help the children of the poor, and how ingenious they have been in preventing humiliation from resting on those who are assisted, you would certainly be amazed."

Among the opportunities which Dr. Maxwell pointed out to teachers were many outside agencies, the kindergarten association, the free public library, the museums and the botanical gardens, the Athletic League, the Public Education Society, the parents' meetings, the work of the Department of Health. "All these," he said, "have but one purpose—the purpose of aiding the teacher to train his pupil to right ways of living and thinking and acting." Dr. Maxwell showed that the "teachers' opportunity to do good has been increased enormously during the past twenty-five years.

"The schools are conferring an enormous benefit upon society by the time and attention now given to play, to gymnastics, to athletics, and to physical training. Yet much remains to be done by every teacher to care for the bodies of her pupils. Eyes are often weak and ears partially deaf when neither the children nor their parents realize the danger. The school desk is a constant temptation to incorrect habits of posture that may result in serious physical injury. Teachers have rendered incalculable service to their pupils by discovering these defects and taking prompt but kindly measures to secure their alleviation.

"Other cases presenting peculiar opportunities to teachers are nervous disorders. Did time permit, I could give many examples of teachers who by timely suggestions have saved their pupils from a life of nervous misery.

"But there is another class of pupils who present many special opportunities to the teacher—the particularly bright pupils. The first problem with such pupils is how we are to advance them thru the schools without requiring them to keep step with their slower companions and without requiring them to lose important sections of the work. I am happy to say that several principals in different parts of the city are making experiments looking to the solution of this problem."

President Pritchett, of the Massachusetts Institute of Technology in an article in a recent number of the *Atlantic Monthly* says that the most remarkable educational fact of the last fifteen years in this country has been the marvelous growth of the state university. Of the 20 largest institutions in this country, 12 are state universities; of the first five, 3 are state universities. President James discusses in the current number of the *American Monthly Review of Reviews*, under the title "University of Illinois," the future of the state university. The words of this keen thinker will be found well worth reading.



## Schools in Russian-Poland.

In a recent number of THE SCHOOL JOURNAL reference was made to the condition of education in Russian Poland, referring especially to the method of conducting recitations entirely in the Russian language. From time to time efforts have been made by the leaders in Poland to restore the native language in the school-room. As a result of a recent attempt the pupils went on a strike in Warsaw and other cities.

The September *Review of Reviews* quotes from an article by Roman Dinowski, in the Cracow *Przeglad Wszechpolski*, (a Pan-Polish Review), which shows why the Russian school in Poland is boycotted. The words quoted are in as part follows:

"The pupils of the Russian schools speak Polish just as do their fathers, who attended Polish schools; they satisfy their intellectual wants with the aid of Polish books and Polish periodicals, and frequently, in later life, they even forget the Russian language; while, as for the feeling for union with the Russian nation and Russian state, the newest political currents in Poland must surely awaken little satisfaction, in that respect, in the Russian pedagogs.

"Instead of protectors and friends, instead of people conscious of the duty of continuing the educational work of its parents, the Polish child meets, on entering the school, arrivals from a foreign country, who do not know, do not understand, whereby this community lives and what it needs for life; men who have an aversion to our type of life, to our ethics, to our conceptions of probity and honor, men who, from hatred of us, are ready to extirpate all this, or who, at best, interpret falsely to themselves the most excellent sides of the character of their pupils, and consequently persecute them.

"The moral influence exerted on our youths by the Russian teacher is so far-reaching in its results that to it there gives place the fact that those youths do not learn their native literature and history in the school, and that they learn even their native language in Russian. One can learn his native tongue outside of the school; one can, tho with difficulty, learn in that way the literature and history of his nation; but no influence outside of the school is able to repair the moral damage, the devastation, which the steady influence of the Russian teacher causes in the souls of the youths. The human individual must suffer for being put, in the most important years of his life—the period of universal ripening—under the influence of alien men, absolute barbarians, who, even involuntarily, treat most brutally that which constitutes the most delicate, the most impressionable, side of the young soul,—namely, its moral constitution. Under the brutal pressure of the Muscovite, gratifying his wanton cruelty, or acting the apostle of Russian civilization, or simply indulging his brutal nature,—the elements of that moral constitution, existing in the young soul as yet in embryo, whether they be inherited instincts or conceptions implanted by the parents, break, boil, wither, and, sometimes, are torn out by the roots. Maiming follows, without the knowledge of the victim. That which centuries of civilized social existence have built in human souls perishes, or becomes distorted, in one generation, under the action of the spiritual vandalism of the educational horde, which does not even give itself an account of its acts. Whoever will give himself the trouble to reflect more deeply on this matter, on the results of the education of our youths in such a school, will easily understand whence have come the changes of the moral physiognomy of

our community, changes which are striking in the younger generations. . . . He will understand why the entire type of life of our university youths has become similar to the Russian type of life.

"There is scarcely anything generally acknowledged binding, sacred. We are beginning to be like a throng of immigrants from all possible countries in some American city who have only that in common that they earn their bread in identical conditions, that they must hold intercourse in the same generally accepted language, that over the conduct of all there watches one and the same policeman. But there the strong spirit of the old-American community rapidly assimilates the medley, imposes its moral system on it, and cements it gradually into one homogeneous whole; while here, there is no such agent,—here, the whole is scattering more and more. . . . We are already, in a considerable measure, disorganized. Whence is there such a rapid progress in this fatal direction? To this there contributes many factors, but the most important of them is certainly the Russian school,—this education of our youths by alien men, to whom our type of life, our past, and the ethics produced by it, are repugnant and hateful."

## Danish High Schools.

Recently the Friend's Social Union of England visited Denmark to study the present state of the Agricultural and Educational systems in vogue there. Mr. Percy Alden, a writer in the *British Friends*, speaks of the schools visited as follows:

It is almost impossible to exaggerate the influence of the high schools (due to the inspiration of Grundtvig) which have re-created the Danish peasantry, and helped to make them, as Bjørnson says, "the most enlightened in the world." About ten of our party had the opportunity of spending the week-end at the largest of these schools, situated at Vallekilde, near Hørve, by the kind invitation of the principal of the school, Mr. Paul Hansen, and Mr. J. S. Thornton. Altho the school was not in session, they were able to meet some of the teachers and to get a general impression of a system which has been Denmark's original contribution to the theory and practice of education. There are over ninety of these schools in the country, and it is estimated that not less than 10 per cent. of the population pass thru them; 10 per cent., it must be remembered, of the adults who would probably receive no further instruction but for these schools. They are directed by private enterprise, but are under government inspection to a limited extent and receive grants in aid. There are no examinations, and for the most part the curriculum and the appointment of teachers are left to the discretion of the boards of management of the various schools. The fees for board, lodging, and instruction of these schools average nine or ten shillings per week; but to defray the expenses of the poor scholars the county councils levy a small rate, from which fund they grant scholarships, and to this fund the state makes an equivalent grant. Such a scholar has the right to attend any one of the high schools in the country. At first it was mainly the sons and daughters of the peasantry who availed themselves of these schools, but gradually other classes are beginning to recognize the importance of this means of education. The objects aimed at by the founder seem to have been, first, to foster a love of country and national feeling; secondly, to educate the people to make a proper use of the free constitution obtained in 1849, and thirdly, to prepare the youth of Denmark in such a way for the battle of life

that they will have a fair chance of success in any work which they may undertake; the whole spirit and feeling of the school being moral and religious. Generally speaking, it is the opinion of the Danes that the high school has had an immense affect upon the life of the people, and it is gradually transforming the peasants into a race of educated and cultured men and women.

### Translation from the Iliad.

Teachers of the classics should be familiar not only with as many as possible of the works of the best Latin and Greek writers in the tongue in which these were written, but well-informed teachers will know, and will use in their classrooms, the best English translations as well. The translation of Homer's "Iliad," by Mr. Andrew Lang, Mr. Leaf and Mr. Myers, first published in 1882, has been generally accepted as the best version of the masterpiece yet made in English prose. This translation has been issued by The Macmillan Company, New York, within the past few months, in small, convenient, inexpensive form, so that it is now within reach of every teacher. It can be purchased of the publishers for 25 cents. The selection given below, taken from the first book of the Iliad, will show the beautiful, appropriate English of the translation, and yet its remarkable nearness to the order and literal meaning of the original.

Thus were they busied thruout the host; but Agamemnon ceased not from the strife wherewith he threatened Achilles at the first; he spoke to Talthibios and Eurybates that were his heralds and nimble squires: "Go ye to the tent of Achilles, Peleus' son, and take Briseis of the fair cheeks by the hand and lead her hither; and if he give her not, then will I myself go, and more with me, and seize her; and that will be yet more grievous for him."

So saying he sent them forth, and laid stern charge upon them. Unwillingly went they along the beach of the unvintaged sea, and came to the huts and ships of the Myrmidons. Him found they sitting beside his hut and black ship; nor when he saw them was Achilles glad. So they in dread and reverence of the king stood, and spake to him no word, nor questioned him. But he knew in his heart, and spake to them: "All hail, ye heralds, messengers of Zeus and men, come near; ye are not guilty in my sight, but Agamemnon that sent you for the sake of the damsel Briseis. Go now, heaven-sprung Patroklos, bring forth the damsel, and give them her to lead away. Moreover, let the twain themselves be my witnesses before the face of the blessed gods and mortal men, yea and of him, that king untoward, against the day when there cometh need of me hereafter to save them all from shameful wreck. Of a truth he raveth with baleful mind, and hath not knowledge to look before and after, that so his Achaians might battle in safety beside their ships."

So said he, and Patroklos hearkened to his dear comrade, and led forth from the hut Briseis of the fair cheeks, and gave them her to lead away. So these twain took their way back along the Achaians' ships, and with them went the woman all unwilling. Then Achilles wept anon, and sat him down apart, aloof from his comrades on the beach of the grey sea, gazing across the boundless main; he stretched forth his arms and prayed instantly to his dear mother: "Mother, seeing thou didst of a truth bear me to so brief span of life, honor at the least ought the Olympian to have granted me, even Zeus that thundereth on high; but now doth he not honor me, no, not one whit. Verily, Atreus' son, wide-ruling Agamemnon, hath done me dishonor; for he hath taken away my meed of honor and keepeth her of his own violent deed."

So spake he weeping and his lady mother heard him as she sate in the sea-depths beside her aged

sire. With speed arose she from the grey sea, like a mist, and sate her before the face of her weeping son, and stroked him with her hand, and spake and called on his name: "My child, why weepest thou? What sorrow hath entered into thy heart? Speak it forth, hide it not in thy mind, that both may know it." Then with heavy moan Achilles fleet of foot spake to her: "Thou knowest it; why should I tell this to thee that knowest all! If indeed thou canst guard thine own son; betake thee to Olympus and beseech Zeus by any deed or word whereby thou ever didst make glad his heart. For oft have I heard thee proclaiming in my father's halls and telling that thou alone amid the immortals didst save the son of Kronos, lord of the storm-cloud from shameful wreck, when all the other Olympians would have bound him, even Hera and Poseidon and Pallas Athene. Then didst thou, O goddess, enter in and loose him from his bonds, having with speed summoned to high Olympus him of the hundred arms whom gods call Briareus, and the blessed gods feared him withal and bound not Zeus. This bring thou to his remembrance and sit by him and clasp his knees, if perchance he will give succor to the Trojans; and for the Achaians, hem them among their ships' sterns about the bay, given over to slaughter; that they may make trial of their king and that even wide ruling Agamemnon may perceive his blindness, in that he honored not at all the best of the Achaians."

Then Thetis weeping made answer to him: "Ah me, my child, why reared I thee, cursed in my motherhood? Would thou hadst been left tearless and griefless amid the ships, seeing thy lot is very brief and endureth no long while; but now art thou made short-lived alike and lamentable beyond all men; in an evil hour I bare thee in our halls. But I will go myself to snow-clad Olympus to tell this thy saying to Zeus, whose joy is in the thunder, if perchance he may hearken to me. But tarry thou now amid thy fleet-faring ships, and continue wroth with the Achaians, and refrain utterly from battle: for Zeus went yesterday to Okeanos, unto the noble Ethiopians for a feast, and all the gods followed with him; but on the twelfth day will he return to Olympus, and then will I fare to Zeus' palace of the bronze threshold, and will kneel to him and think to win him."

So saying she went her way and left him there, vexed in spirit for the fair-girdled woman's sake, whom they had taken perforce despite his will: and meanwhile Odysseus came to Chryses with the holy hecatomb. When they were now entered within the deep haven, they furled their sails and laid them in the black ship, and lowered the mast by the forestays and brought it to the crutch with speed, and rowed her with oars to the anchorage. Then they cast out the mooring stones and made fast the hawsers, and so themselves went forth on to the sea-beach, and forth they brought the hecatomb for the Far-darter Apollo, and forth came Chryses withal from the sea-faring ship. Then Odysseus of many counsels brought her to the altar and gave her into her father's arms, and spake unto him: "Chryses, Agamemnon king of men sent me hither to bring thee thy daughter, and to offer to Phoebus a holy hecatomb on the Danaans' behalf, wherewith to propitiate the king that hath now brought sorrow and lamentation on the Argives."

So saying he gave her to his arms, and he gladly took his dear child; and anon they set in order for the god the holy hecatomb about his well-built altar; next washed they their hands and took up the barley meal. Then Chryses lifted up his hands and prayed aloud for them: "Hearken to me, god



of the silver bow! Even as erst thou heardest my prayer, and didst me honor, and mightily afflicted the people of the Achaians, even so now fulfil me this my desire: remove thou from the Danaans forthwith the loathly pestilence."

So spake he in prayer, and Phoebus Apollo heard him. Now when they had prayed and sprinkled the barley meal, first they drew back the victims' heads and slaughtered them and flayed them, and cut slices from the thighs and wrapped them in fat, making a double fold, and laid raw collops thereon, and the old man burnt them on cleft wood and made libation over them of gleaming wine. Now when the thighs were burnt and they had tasted the vitals, then sliced they all the rest and pierced it thru with spits, and roasted it carefully and drew all off again. So when they had rested from the task and had made ready the banquet, they feasted, nor was their heart aught stinted of the fair banquet. But when they had put away from them the desire for meat and drink, the young men crowned the bowls with wine, and gave each man his portion after the drink-offering had been poured into the cups. So all day long worshipped they the god with music, singing the beautiful paean, the sons of the Achaians making music to the Far-darter; and his heart was glad to hear. And when the sun went down and darkness came on them, they laid them to sleep beside the ship's hawsers; and when rosy-fingered Dawn appeared, the child of morning, then set they sail for the wide camp of the Achaians; and Apollo the Far-darter sent them a favoring gale. They set up their mast and spread the white sails forth, and the wind filled the sail's belly and the dark wave sang loud about the stem as the ship made way, and she sped across the wave, accomplishing her journey. So when they were come now to the wide camp of the Achaians, they drew up their black ship to land high upon the sands, and set in line the long props beneath her; and themselves were scattered amid their huts and ships.

### "Allusions" in Virgil's Aeneid.

Experience has taught the writer the inconvenience that may result from depending upon memory or the classical dictionary for the various geographical and mythological allusions in the Aeneid. When the teacher is looking over his next day's lessons in the evening the classical dictionary is sure to be on his desk at school. Even after one has taught Latin for years, the exact details of the various allusions will occasionally slip from the memory. The references given here, following the text line by line, will be of service. Those mentioned in the first one hundred lines of Book I were given in THE SCHOOL JOURNAL for Sept. 30.

*Line 113.*—The Lycians dwelt in Lycia, a small district on the south side of Asia Minor. They always had the reputation of being brave warriors. They served, under their leader Orontes, as allies of the Trojans, accompanying Aeneas on his journey after the fall of Troy, until they were shipwrecked in the storm here described.

*Line 120.*—The men mentioned are known simply as companions of Aeneas.

*Line 125.*—Neptune, the god of the sea. He was the son of Saturn and Rhea, and accordingly brother of Jupiter, Pluto, Juno, Vesta, and Ceres. His palace was in the sea in Euboea, where he kept his brazen-hoofed and golden-maned horses. With these he rode in a chariot over the waves, which became smooth when he approached. The symbol of his power was the trident, a sort of spear with three points, with which he was accustomed to shatter rock, raise or subdue storms, and the like. He aided the Greeks in the war against Troy.

*Line 137.*—Regi-Aeolus, king of the winds.

*Line 144.*—Cymothoe, one of the sea-nymphs. Triton was a son of Neptune.

*Line 153.*—Libya is here used as a general term for the continent of Africa.

*Line 177.*—By metonymy Ceres, the goddess of grain and the harvest, is used instead of the word grain; *cerealia arma* referring of course to the implements and utensils for preparing the grain.

*Line 182.*—Phrygia, the county of Asia Minor in which Troy was situated. The Trojans are here referred to.

*Line 196.*—Trinacria was a poetic name for the island Sicilia or Sicily, supposed to be derived from the triangular shape of the island.

*Line 200.*—Scylla and Charybdis were the names of two rocks between Italy and Sicily, situated a short distance from each other. In one there was a cave, the dwelling-place of Scylla, a monster with twelve feet, six necks and heads, each with three rows of sharp teeth, and which barked like a dog. Charybdis, who dwelt under the opposite rock, three times each day swallowed down the waters of the sea and then threw them up again. The passage between the two was a dangerous place for ships.

*Line 201.*—The Cyclopes were creatures having each one round eye in the center of the forehead. They are pictured as a race of gigantic shepherds who devoured human beings. Their chief was Polyphemus.

*Line 215.*—Bacchus, the god of wine, used by metonymy for the wine itself.

*Line 229.*—Venus, the goddess of love and beauty. She was supposed to have sprung from the foam of the sea. She surpassed all the other goddesses in beauty, and hence received from Paris the golden apple. She likewise had the power of granting beauty to others. The planet Venus and the month of April were sacred to her.

*Line 238.*—See note upon Line 1, SCHOOL JOURNAL for Sept. 30.

*Line 242.*—Antenor was a Trojan, one of the wisest among the elders of Troy. Because he had counseled that Helen be restored to her husband Menelaus, he was spared by the Greeks when Troy was destroyed.

*Line 243.*—Illyricum included the land west of Macedonia, and east of Italy and Raetia, reaching to Epirus on the south, and to the Larus and Drarus rivers on the north. (See map.)

*Line 244.*—Liburnia, a district of Illyricum. The Timarus was a small river in the northern part of Italy.

*Line 247.*—Patrium, in northern Italy, said to have been founded by Antenor, became a flourishing town in early times.

*Line 254.*—Jupiter, father of "men and gods," was lord of heaven. As such he was god of thunder, lightning, and storms. He was always considered the highest and the most powerful of the gods.

*Line 257.*—Cytherea; according to certain traditions it was in the neighborhood of the island Cythera that Venus arose from the sea foam.

*Line 262.*—See Line 22.

*Line 266.*—The Rutuli inhabited a narrow strip of country on the coast of Latium, south of the river Tiber.

*Line 267.*—Ascanius, son of Aeneas and Creusa. According to Virgil he accompanied his father to Italy. Livy says that on the death of Aeneas he was too young to undertake the care of the government, and that after he had reached manhood he left Lavinium in his mother's care and migrated to Alba Longa.

*Line 271.*—Alba Longa, the oldest town of Latium. It was said to have been founded by Ascanius.

*Line 274.*—Mars, the god of war. He enjoyed, next to Jupiter, the highest honors at Rome. Numerous temples were dedicated to him, and the wolf and woodpecker were sacred to him. Ilia is commonly known as Rhea Silvia.

*Line 275.*—The legend referred to is this: One of the kings of Alba Longa, descended from Ascanius, left two sons, Numitor and Amulius. The younger, Amulius, deprived his brother of the kingdom, but allowed him to live in retirement. Fearing that Numitor's heirs might not submit so tamely to the usurpation, he had his brother's only son killed, and the daughter, Rhea Silvia, made a Vestal virgin. By Mars, Silvia became the mother of twin boys. Amulius immediately ordered mother and babes to be drowned in the river. The cradle in which the children lay floated down the stream and into the Tiber, which had overflowed its banks. The cradle was stranded at the foot of the Palatine hill, where the infants were nourished by a she-wolf. Later they were discovered by Faustulus, a shepherd, who took them home. They were brought up by his wife, Acca Laurentia, and were called Romulus and Remus. After they had reached manhood they discovered their origin, but they preferred their old home near the Tiber to Alba Longa. They proposed to build a city. In answer to an augury which seemed to favor Romulus' choice of a location, a wall was raised to mark the city. Remus, who resented the favor shown his brother, leaped over the wall to express his scorn, and was thereupon slain by Romulus. The city was called Rome after Romulus.

*Line 279.*—Juno, wife and sister of Jupiter, and therefore queen of heaven. She was the special protector of the female sex. As such, she was supposed to accompany every woman thru life, from the moment of birth until death. She presided especially over marriage, as this was supposed to be the most important event in a woman's life.

*Line 284.*—Assaracus, king of Troy. He was the son of Tros, father of Capys, who in turn was the father of Anchises, the father of Aeneas.—Phthia was a district of Thessaly, in Greece.—Mycenae, a city of Argolis, also in Greece.

*Line 286.*—Caesar Augustus is of course referred to, as he was the Roman emperor when Virgil wrote the poem, and was patron of the poet.

*Line 291.*—Fides, the personification of fidelity.—Vesta, the goddess of the hearth. Every dwelling house was, in a sense, her temple, but her special sanctuary stood between the Capitoline and Palatine hills, near the temple of the Penates, or household gods. The eternal fire burning on the hearth of the temple was her symbol. It was attended to by the vestal virgins. The goddess was considered chaste and pure, as were her virgin priestesses.

*Line 292.*—Quirinus, another name for Romulus.

*Line 294.*—The gates of the so-called temple of Janus were left open in times of war, and were closed when there was peace. Janus presided over the beginnings. He opened the year and the seasons, hence the name Januarius or January. The gates of his temple were closed during the reign of Caesar Augustus, for the first time in many years.—Furor, a personification of rage.

*Line 297.*—Maia or Maja, the daughter of Atlas and Pleione. She was the oldest and the most beautiful of the seven Pleiades. She was the mother of Mercury.

*Line 298.*—Carthage, see line 13, SCHOOL JOURNAL for Sept. 30.

*Line 314.*—Venus is of course referred to.

*Line 317.*—Harpalyce, daughter of Harpalycus,

king of Thrace. She lost her mother in infancy, and was brought up by her father who had her trained in all sorts of manly exercises. After her father's death she lived as a robber in the forests. She ran so swiftly that horses could not overtake her. She was finally caught in a snare and killed, by shepherds.

*Line 329.*—Phœbus, or Apollo. He was one of the greater divinities, the son of Jupiter and Latona. He was born on the island of Delos, where Latona had fled from the jealousy of Juno. Apollo was variously considered the god of punishment, the god of help, the warder off of evil, the god of prophecy (hence the oracle dedicated to him at Delphi), the god of music, and the god of the sun.

*Line 338.*—Dido was said to have come to Africa from Tyre. Virgil calls Carthage the city of Agenor because Dido was a daughter of the latter.

*Line 341.*—After the death of Agenor, Pygmalion, Dido's brother, succeeded to the Tyrian throne. Dido was married to her uncle, Sichæus, a priest of Hercules. Sichæus was murdered by Pygmalion, who coveted his wealth. But Dido sailed from Tyre, secretly, with the treasures, and by means of them bought the land on which Carthage was built.

*Line 374.*—Vesper, the evening star, is personified. Olympus was the mountain, situated in Greece, on whose cloud-capped summit the gods were supposed to hold their councils.

*Line 415.*—Paphos, a city in Cyprus.

*Line 458.*—Atridæ, Agamemnon, king of Mycenæ, who had sailed with the other Greeks against Troy, and Menelaus, husband of the Grecian Helen. Atreus was their grandfather.—Achilles, see line 30, SCHOOL JOURNAL of Sept. 30.

*Line 471.*—Tydides, Diomedes. See line 97.

*Line 474.*—Troilus, one of the sons of Priam.

*Line 480.*—Pallas, or Minerva, had sided with the Greeks in the Trojan war, hence to a Trojan, *non aequa*. She was the daughter of Jupiter. She was a virgin, and was worshipped as the patroness of the arts and trades. She was specially invoked by those who wished to distinguish themselves in any art or craft. She conferred skill in sewing, spinning, and weaving. She guided men also in war, hence she is represented as armed with helmet, shield, and coat of mail. She was believed to have been the inventor of musical instruments.

*Line 483.*—See line 99, The SCHOOL JOURNAL of Sept. 30.

*Line 489.*—Memnon, the son of Tithonus and Aurora or Eos. He was prince of the Ethiopians, and went to Troy to the assistance of King Priam, his uncle, clad in armor forged for him by Vulcan. At Troy he slew Antilochus, the son of Nestor, but was himself slain by Achilles after a fierce combat. His mother, Aurora or the dawn, was inconsolable over his death, and the dewdrops of the morning were supposed to be her tears of grief.

*Line 489.*—The Amazons, a mythical race of warlike females. They were supposed to have come from the Caucasus, and to have settled in the region about the river Thermodon. With Penthesilea, their queen, they came to the aid of the Trojans. The queen was killed by Achilles, who mourned deeply over her death because of her beauty and bravery.

*Line 498.*—Eurotas, a river of Laconia, in Greece.—Cynthus, a mountain on the island of Delos, the birthplace of Diana.

*Line 499.*—Diana, daughter of Jupiter and Latona, and twin-sister of Apollo. She was goddess of the flocks and the chase and also of the moon. She was a maiden, never conquered by



ove. She changed Actaeon into a stag simply because he had seen her bathing.

Line 500.—Oreades, mountain nymphs.

Line 502.—Latona, mother of Apollo and Diana.

Line 530.—The Greeks called Italy Hesperia, or western land.

Line 532.—The Oenotri lived in Southern Italy.

Line 535.—Orion was the son Hyrieus, of Hyria, in Greece. Various causes are given for his death, one being that he attempted to violate the purity of Diana and was killed by the goddess with an arrow. After his death he was placed among the stars, where he appears as a giant, with a girdle, a sword, a lion's skin, and a club.

Line 550.—Acestes, the son of a Trojan woman called Eggesta, or Segesta, and the river-god Crimissus in Sicily. Segesta had been sent to the island by her father, that she might not be devoured by the monsters that infested the territory about Troy.

Line 568.—Sol, god of the sun. Later poets tell of a great palace in the east, with a throne occupied by the god, and a second palace in the west, where his horses fed upon herbs growing in the Isles of the Blessed. After the time of Virgil Apollo was often confused with the sun-god.

Line 621.—Belus, son of Neptune and Libya, was the ancestral hero of several of the eastern nations.

Line 624.—The Pelasgians were regarded by the ancients as the first inhabitants of Greece.

Line 658.—Cupid, god of love. He was the son of Venus and was represented as a mischievous boy, from whose tricks neither gods nor men were safe. His arms were a golden quiver full of arrows. Some of the arrows were golden and kindled love in the heart they pierced. Others were of lead and caused aversion to a lover.

Line 686.—Lyaeus, another name for Bacchus.

Line 741.—Atlas, with the other Titans, made war upon Jupiter and being conquered was compelled to hold heaven and earth on his head and hands.

### Study of a Poem.

One of the most pleasant and profitable exercises in the English work is the careful study of some beautiful poem. Here are a few guide posts.

- I. The main idea, i.e., the theme or thought.
  1. Range.
  2. Depth.
  3. Interest.
- II. The mood, i.e., the attitude of a writer toward his theme.
  1. Its nature (kind of mood.)
    - a Sincerity.
    - b Interest.
  2. Its degree.
- III. Treatment.
  1. Is the logical structure careful or not?
  2. General manner, brief or full, literate or symbolic, direct or round-about, jerky or regular.
- IV. Accessory devices.
  - a Sound effects.
    1. tone quality.
    2. Rhythm.
  - b. Character drawing.
  - c. Description of nature.
  - d. Verse structure.
  - e. Sentence structure.
  - f. diction.
    1. Words.
    2. Figures.
- V. Subordinate ideas or thoughts.
  1. episodes.
  2. incidents.

3. digressions.

4. paragraphs.

VI. The harmony of the whole production.

### German Proverbs.

1. Morgen, morgen, nur nicht heute,  
Sprechen alle tragen Leute.
2. Alle andere Dinge müssen. Der Mensch ist  
das Wesen welches will. — Schiller.

Translated.

1. To-morrow, to-morrow, only not to-day, say  
all lazy folks.
2. All other things must. Man alone wills.

### Die Lorelei.

Ich weiss nicht was soll es bedeuten,  
Dass ich so traurig bin;  
Ein Märchen aus alten Zeiten  
Das kommt mir nicht aus dem Sinn.

Die Luft ist küle und es dunkelt  
Und ruhig fliesst der Rhein,  
Der Gipfel des Berges funkelt  
Im Abendsonnenschein.

Die schönste Jungfrau sitzet  
Dort oben wunderbar,  
Ihr goldnes Geschmeide blitzet,  
Sie kämmt ihr goldnes Haar.

Sie kämmt es mit goldnem Kamme,  
Und singt ein Lied dabei;  
Das hat eine wundersamme,  
Gewaltige Melodei.

Den Schiffer im kleinen Schiffe  
Ergreiftes mit wildem Weh;  
Er schaut nicht die Felsenriffe  
Er schaut nur hinauf in die Höh.

Ich glaube, die Wellen verschlingen  
Um Ende Schiffer und Kahn;  
Und das hat mit ihrem Singen,  
Die Lorelei gethan.

### The Secret of Youth.

De Soto looked for the secret of youth in a spring of gushing, life-giving waters, which he was sure he would find in the New World. Alchemists and sages (thousands of them), have spent their lives in quest of it, but it is only found by those happy people who can digest and assimilate the right food which keeps the physical body perfect that peace and comfort are the sure results.

A remarkable man of 94 says: "For many long years I have suffered more or less with chronic costiveness and painful indigestion. This condition made life a great burden to me, as you may well imagine.

"Two years ago I began to use Grape-Nuts as food, and am thankful that I did. It has been a blessing to me in every way. I first noticed that it had restored my digestion. This was a great gain, but was nothing to compare in importance with the fact that in a short time my bowels were restored to free and normal action.

"The cure seemed to be complete; for two years I have had none of the old trouble. I use the Grape-Nuts food every morning for breakfast and frequently eat nothing else. The use has made me comfortable and happy, and although I will be 94 years old next fall, I have become strong and supple again, erect in figure, and can walk with anybody and enjoy it." Name given by Postum Co., Battle Creek, Mich. "There's a reason."

Read the little book, "The road to Wellville," in every pkg.

## The Educational Outlook.

The Southern Educational Association will meet in Nashville, Tenn., at Thanksgiving time. All teachers in the vicinity who can do so, are urged to attend the meetings and thus lend their encouragement to educational work in Tennessee.

On Oct. 14, the Southern Michigan Association of Nature Students was organized in Battle Creek. It is said to be the first association of its kind in the United States. The following officers were elected: Pres., Chas. E. Barnes Battle Creek; Sec'y, L. H. Woods, Kalamazoo; Treas., Lillian Bucknell, Galesburg.

As a result of the 1905 examinations given by the College Entrance Board, a number of competitive scholarships were awarded. Among them were the Pulitzer scholarships awarded to the students of the high schools of New York city, and the scholarships awarded to candidates for admission to the freshman classes of Columbia and Barnard colleges.

The highest average percentage obtained by a candidate for these scholarships was 90. This average was made by Mr. Herbert Calvin Skinner, of the Morris high school, New York city, and secured for him a Pulitzer scholarship and also the alumni competitive scholarship of Columbia university.

### The Syracuse Meetings.

On Oct. 19, a meeting of the presidents of the Grammar School Principals' Council, the Training Teachers' Conference, the State Science Teachers, the Classical Teachers, the Drawing Teachers, and the State Teachers' Association, was held in the office of Superintendent Emerson in Buffalo. Four of the presidents were present in person, and two by proxy. The object of the meeting was to arrange for the joint programs and the separate programs for the Syracuse meeting, Dec. 27 to 29.

The entire scheme was freely discussed and the following conclusions reached: (1), that all meetings of the above-named organizations be held in the Syracuse high school building Dec. 27 to 29, 1905; (2), that union programs be given on the evening of Dec. 27, on the morning of Dec. 28, and on the evening of Dec. 28—three in all; (3), that all other meetings of the above organizations be the same this year as heretofore, excepting that the section meetings as previously conducted by the State teachers' association be held with the corresponding state organizations above named; (4), that the question of "a more perfect union" be placed upon the program and acted upon by each separate organization after free and full discussion.

The plan which seemed to be most favored was federation along the lines of the N. E. A.

### Art and Co-Education.

At a recent conference of the New England Association of Colleges and Preparatory Schools held in Boston, Prof. William T. Foster, of Bowdoin college, said that for the A. B. degree, artistic subjects ought to be counted in practically the same ratio as those which are utilitarian. In addition to the development of a student's faculties, the study of music, painting, sculpture, architecture, and design should give a thoro and wise training

of his senses, in order that he might enter with enjoyment on a life of efficient service. At the present time colleges are offering inadequate courses in art subjects. In order to give them their true worth the subjects should receive the same consideration that is given the utilitarian courses. The study of art, declared Professor Foster, is essential to the development of character and taste. All training for citizenship should include an appreciation of the beautiful. "Right here in Copely Square," he said, "it is a question whether we have not a present example of the want of such training; and at any rate a want of the sense of beauty is shown in a hundred places elsewhere in Boston, particularly in sky-lines and advertising signs. If a city will not set itself to have good art—building laws and advertising restrictions that will be obeyed—it will assuredly have bad art. And the way to have good art is to train the civic consciousness to a sense of beauty.

"Everyone can cultivate a taste for art. The wealthy and cultured have a great opportunity to give it to the laboring masses, in providing the best products of art in public buildings, in sculpture, statuary, mural paintings, and such things, where the toilers will feed on them unconsciously."

At the evening session of the conference Prof. Kate Gordon, of Mount Holyoke college, delivered an interesting address in answering the question, "Wherein should the education of a woman differ from that of a man?"

"A woman's education, like a man's education," said Prof. Gordon, "should fit her to make an intelligent choice of a life occupation. There are probably some mental distinctions, but they are certainly pretty difficult to determine. Shall we have a Mrs. Browning for men? Must we edit a woman's Bible or the ladies' own Shakespeare? The education of a woman should not differ from that of a man until after she becomes engaged to be married. This difference would not involve any change in school or college. The most certain way of securing to men and women an identity of opportunity is the co-educational plan. I believe that co-education helps to correct the faults of both sexes. To the fear that women may be coarsened by the association, or the men made less manly, I am inclined to reply that if the men and women are fit to marry one another, they are fit to go to school together."

### Western Canada Teachers' Association.

Professor Magill, of Dalhousie university, was the chief speaker at the Western Teachers' Convention recently held at Brandon, Man. The subject presented was "Education and Personality," and in his address the speaker referred to three phases of education—the limits of education, the end or aim of education, and the methods of education.

If the old idea that the child was a plastic piece of clay in the hands of the teacher still held, he said, education would appear to be limitless. But nowadays we are confronted with the theories of evolution and hereditary influences. The child is no longer a plastic piece of clay, his body has been somewhat moulded, his brain somewhat shaped by other teachers, in short, by the generations gone before.

There seems to be one idea in all the varied definitions of the aim of education, and that is the idea of personality. Education should not be merely a means of conveying information, but it should aim to develop in the pupils the best that is in them. The child comes to the teacher with inborn tendencies, good and bad,

and the teacher should address himself to the personality of the child and strive to develop the good and suppress the evil.

In speaking of the methods of education, Professor Magill emphasized the fact that the great watchword of the teacher should be to develop the personality of the pupil. This, he said, would affect every process in teaching whether it be grading a school, disciplining a school, or teaching one.

Among other educators who helped to make the meeting of practical help and inspiration to the teachers present were: S. E. Lang, of the normal school at Winnipeg, subject, "A Working Program"; Professor Cann, of Wawanesa, "Principles of Vocal Expression"; D. J. Wright, leader of discussion on "Causes of Failure of Departmental Examinations"; R. T. Hodgson, "Nature Study"; and Mr. White, of the Brandon city schools, "Music in Ungraded Schools."

### Committee Visit New England Cities.

The Committee on School-houses, of the Newark, N. J., board of education, have returned from a visit of inspection to several New England cities. During their absence the party visited Providence, Boston, Springfield, Hartford, and New Haven. In each city a careful inspection was made of several well-known schools, including the manual training high school in Providence, the Mechanics' Art school, Boston; Chestnut street grammar school, Springfield; the high school, manual training school, and Wetherfield grammar school, at Hartford; the Boardman manual training and New Haven high school, New Haven.

The members of this committee feel that they have numerous valuable suggestions to use when the question of the adoption of plans for the proposed new manual training and commercial high school comes before them for consideration.

### Progress in Newark.

Superintendent Poland, of the Newark, N. J., schools, is sending out circular letters to factory owners thruout the city asking their co-operation in bringing the evening schools to the attention of their employees. This plan was tried last winter with marked success.

Principal Willis, of the Newark, N. J., normal and training school is conducting a series of talks on educational topics given by his teachers. Some of the subjects discussed are: "First Year Reading"; "Ways and Means of Interesting Children in School Work and School Property"; "Expression in Reading"; "The Teaching of Phonics"; "Mathematical Geography"; "First-year Language Work"; "Number Work in Primary Grades"; and "Sight Reading in Music."

Kalamazoo, Mich., is making plans for a thoroly up-to-date school-house. It is estimated that the cost will be \$50,000.

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## The Greater New York

At a recent meeting of the Schoolmen of New York, a committee was appointed to investigate the matter of the transfer of teachers. A report on the subject is expected at the November meeting.

Mayor McClellan has appointed James Clancy as a member of the board of education, to succeed Mr. Lummis who recently resigned. Mr. Clancy is a lawyer and has served on the local school board of the Twelfth District.

At a recent general meeting of the Brooklyn Teachers' Association, Rev. Dr. Newell Dwight Hillis spoke on "The Teacher and the Future of the Republic." Addresses were made by President Tift, of the board of education, and President Best of the association.

A new school, with William J. Goldey, of P. S. No. 36, as principal, has been opened in the recreation pier at the foot of East Third street, Manhattan. The pier has been enclosed and converted into a school containing twenty-two classrooms, with accommodations for 1,100 children. The opening of this school will be of great benefit to P. S. No. 36, at 710 East Ninth street, as all the classes have been on "part time" since the beginning of the term. The entire boys' department of twenty-two classes will be transferred to the pier.

The Brooklyn Teachers' Association is now issuing what is known as its "News Bulletin." The object of the bulletin is to keep the members posted on all the activities of the association, as well as on school affairs, in which they are particularly interested.

The board of editors includes the chairmen of all regular committees acting with the president of the association. The editor is Mr. Homer C. Bristol, chairman of the lectures and studies committee.

### Teachers Win \$300,000 Suit.

The teachers of Brooklyn, after a wait of six years, have won their suit for \$295,238.69 for back salary with interest, for the first six months of 1899. During that time the teachers were paid under a lower schedule of salaries than the Petten-gill schedule which was then in force. The suit was brought for the difference. When the case was brought before

Judge Gaynor, the counsel for the board of education contended that the schedule was not legally adopted, not having been passed at a regular meeting, and not having been adopted at two successive meetings. In answer to this argument the attorney for the teachers said that it was conceded that on June 28, 1898, the Brooklyn board put into operation, or thought they put into operation a schedule of salaries, under which the teachers were paid up to Dec. 31, 1898, and also that there were funds to meet the claim. The board could not limit its statutory powers to act by requiring an adoption at two successive meetings, when the charter required but one meeting, and it could not make invalid something it was required by law to do. If this was held not to be so, at least the board, by recognizing the schedule to be in force, had adopted it by recognition, a recognition which reached its height when the teachers were paid under it for four months. The board having power to adopt the schedule, intended to do it, did it, and it was recognized that it had done it by the board itself, by the other departments, and by all other authorities. Surely, because an "i" was not dotted or "t" crossed, when the "i" might have been dotted or the "t" crossed, it was not to be said now that the schedule was not adopted.

In giving his decision Justice Gaynor followed closely the lines of Mr. Shepard's reasoning. The findings were to be based on conclusions of law. The meeting on June 28 was an adjourned meeting of a regular meeting and was therefore a regular meeting. A special meeting requires a special notice, and this was not such a meeting. There was an old by-law to the effect that the by-laws or rules should not be changed except by adoption at two successive meetings. This was not complied with, so far as the schedule was concerned. However, if it lacked anything of legality on this account, it found validity by the recognition by the board that it was in force. In addition, it seemed that the by-laws relate to rules of order and proceeding, and as such cannot transcend the charter. They were not by-laws so far as they were schedules of salaries. Judgment was therefore ordered for the teachers.

### Truancy on the East Side.

The local school board of the second district, situated on the lower east side, has been investigating the matter of increased truancy among the pupils of the district.

In its semi-annual report to the board of education the local board suggests that a system of fines for the parents of the truants should be established by law. This action, it thinks, will arouse a feeling of responsibility on the part of parents.

"For a time," the report says, "it seemed as tho the district superintendent and the attendance officer had the matter of truancy and misbehavior under control; but the closing of the New York Juvenile asylum sent back into the district many boys whom the law compelled the schools to receive. These boys brought from their institution life not only the misdemeanors for which they themselves had been committed but more serious vices learned from depraved inmates of the same institution. We feel that to return such children to the public schools is a great mistake.

"If it be possible to secure legislation on this subject, we respectfully recommend that the board of education cause to be prepared for presentation to the legislature a bill that shall provide for parental responsibility for truancy and serious misconduct in school by a system of fines such as is now operative in Germany and in the state of Colorado in our own country. Nothing short of legislation will make parents realize their responsibility in this direction, and nothing short of a monetary consideration will make the demand from the child reciprocal responsibility.

"We believe that it is impossible for any superintendent to have dealt with cases of truancy and school delinquency more thoughtfully and more intelligently than the district superintendent in our district, and even she confesses to great discouragement, and even in her most optimistic mood's cannot feel that any real progress is being made. The matter is a serious one because even tho all these children whom we find so objectionable in school should be committed to institutions, the day must come when they will be returned to the community and their influence and

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conference be called of the leaders of our  
institutions, Children's Court, and of the  
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matter, and to prepare a comprehensive  
report that shall disclose the entire situa-  
tion to the authorities, and that shall  
make the public in general realize that  
immediate and effective action must be  
taken in order to save the morality of  
the city."

### Educational Council Meeting.

Supt. O. I. Woodley of Passaic, N. J.,  
was the chief speaker at the regular meet-  
ing of the New York Educational Council  
on Oct. 21. His address on "Some Rea-  
sons Why Teachers Fail," was practical  
and suggestive. In enumerating the  
causes of failure Superintendent Woodley  
spoke of the low ideals often held by  
teachers. Too often they neglect to  
appreciate the essentials of the subjects  
taught as well as neglect of the synthetic  
side of teaching. They seem unable to  
avail themselves of the experience of  
their pupils in seeking illustrations. They  
attempt to treat all alike without regard  
to the intellectual qualifications of each  
pupil. Many instructors aim to teach  
the subject instead of boys and girls.  
They make the mistake, also, of suppos-  
ing that the ability to entertain is teach-  
ing. Teachers are prone, too many  
of them, to instruct their classes for to-  
day merely, failing to look into the future  
and to provide for new methods. One of  
the greatest causes of failure is neglect of  
individual differences in pupils; another  
is in being "adopters" rather than "adap-  
ters," and finally the failure is due to an  
unsympathetic attitude toward child life.

In the discussion which followed, Supt.  
Vernon L. Davey of East Orange, Super-  
intendent Preston of Brooklyn, and others  
took part.

As a matter of business an amendment  
to the constitution was passed providing  
for the first annual meeting and election  
of officers to be held in May of each year  
instead of September.

### Women Principals' Association.

The officers of the Women Principals'  
Association of New York city for 1905-06  
are as follows: Pres., Miss Katherine  
D. Blake, P. S. No. 6; Hon. Pres., Miss  
Josephine E. Rogers, P. S. No. 126; Vice-  
Pres., Miss Caroline Emanuel, P. S. No.  
50; Rec. Sec'y, Miss Mary C. O'Brien,  
P. S. No. 96; Cor. Sec'y, Miss Margaret  
Knox, P. S. No. 15; Treas., Miss Mary A.  
Curtis, P. S. No. 20. Executive Com-  
mittee: Miss Urania D. Secord, P. S.  
No. 71; Miss Alida S. Williams, P. S. No.  
33; Miss Mary C. McGuire, P. S. No. 59;  
Miss Sarah F. Buckelew, P. S. No. 49;  
Mrs. Gustave A. Carl, P. S. No. 42; Miss  
Katherine Bevier, P. S. No. 41.

### Board of Estimates Meeting.

At a recent meeting of the board of  
estimates, Mr. E. T. Devine of the Charity  
Organization Society requested that the  
demands of the board of education in  
regard to funds be granted. He urged  
that if this was found to be impossible  
the board should at least deal liberally  
with the supply department and the  
evening schools.

Clarence A. Davis, of the north side  
board of trade, complained that the  
money appropriated to the board of edu-  
cation was spent on "fads and fancies"  
instead of in giving the children a proper

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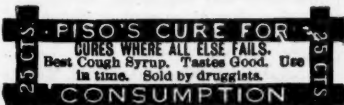
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education. Managers of department stores, he said, had written to him that the public school graduates were deficient in penmanship, and arithmetic, grammar and spelling, and their "nature studies" had not increased their observation or initiative.

### Berkeley School.

The Berkeley school is entering upon its twenty-sixth year at the new building corner of Seventy-second street and West End avenue. At the opening, E. Converse, president of the Liberty National Bank, was elected president. Edward C. Durfee is head master, Frank S. Hackett associate head master, and J. Clark Reid, registrar.

### School for Backward Boys.

The recent opening of a unique school for backward boys on the lower east side has attracted widespread attention. When District Supt. Julia Richman took up her arduous work in Districts Nos. 2 and 3, in the heart of the congested section of Greater New York, she found hundreds of boys in the classes of her schools who were behind in their studies. With her usual energy the new superintendent sought to solve the problem by organizing special classes for them. In one school, No. 42, where Miss Olive M. Jones was assistant principal, there were soon nine of these special classes in full operation. So successful was the experiment that an appeal was made for the establishment of an entire school for the backward pupils. The result is the opening of the old P. S. No. 120 for this purpose, with Miss Olive M. Jones, who was so successful in handling the first classes, as principal.

The impression has gone abroad that this is a truant school. Such is not the case. "To call this a truant school," said Principal Jones, "will kill all the good we have planned. No boy will voluntarily attend such a school. The board of education organized the school to help backward boys, boys between thirteen and fourteen years old who have been compelled to stay in classes with little fellows. The little ones naturally make fun of them, and to avoid the ridicule the big fellows play truant."

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District Superintendent Richman, who founded the school, is confident that the plan will prove a success. Speaking of the advantages of a separate school for backward boys, in the *Times*, she said: "Many a boy, badly trained, and at present an evil influence in the average class of fifty, under the control of a teacher of only average ability, if removed to more favorable surroundings might become a decent lad."

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### Dr. Gross's Principalship.

At its regular meeting on October 18, the New York City Teachers' Association voted to continue its fight on behalf of its president, Mr. Gross, to determine whether or not he is entitled to a license as principal without examination. The suit will be based upon the existing by-laws of the board of education. The association contends that these by-laws do not require Mr. Gross to take an examination, because of the qualifications which he holds. The suit, if successful, will affect the interests of many other principals, in that it will force recognition of work in the school system as a qualification for licenses.

Several members of the association have been making a determined fight to prevent the bringing of the suit. Resolutions were introduced discharging the committee from further consideration of the matter. In defending the resolutions it was stated that the proposed suit was against public policy, and that the association should not stand for advancement by seniority. One of the chief arguments advanced was that the association should not expend its funds to bring suit on behalf of individual members and that a great many persons would be rendered eligible for positions, if the suit were successful. This would necessitate appointment by "pull."

In arguing in defense of the suit it was claimed that when the present requirements were imposed the rights of the teachers who had been connected with the schools for many years had been disregarded. The mere passing of an examination should not entitle a new candidate to a position in preference to one who had spent twenty years in preparation.

President Gross, in a brief defense of the proposition, pointed out that to his mind the written examination was particularly criticized because the system had been adopted as an escape for the superintendents from their plain duty to select the persons best suited for positions. The suit was not an attack upon the merit system. Merit was as much high-class service in the schools as ability to pass an examination. It was not intended to claim that advancement should be based on seniority, but there was no better test than experience plus approved service.

When the resolutions to discharge the committee were put to a vote they were defeated by a majority of twenty.

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## Meetings.

The attendance at the fifty-sixth annual convention of the State Teachers' Association at Montpelier, Vt., was the largest in the history of the organization. The occasion was one long to be remembered. Among those who appeared on the program were President Beebe, Superintendent Stone, Governor Bell, Ex-Supt. W. E. Ranger, Supt. John Kennedy of Batavia, N. Y., and Pres. William J. Tucker of Dartmouth college.

Supt. Kennedy's address, "The Batavia System," was heartily enjoyed. President Tucker aroused much enthusiasm by his forceful remarks on "The World of To-day by Way of the School."

### Connecticut Teachers.

"Moral Training in the Public Schools" was the general theme of the fifty-ninth annual meeting of the Connecticut State Teachers' Association, held at Hartford, Oct. 20. The topics discussed included the following: "Is the High School responsible for the moral character of its graduates?" Prof. Walter B. Jacobs, Brown university; "Moral training in the Public School," Rev. F. L. Goodspeed, Ph. D., Springfield, Mass.; "The Meaning of the Body," Dr. Luther Gulick, Director of Physical Training in the schools of New York city; "The Opportunity for Character Building in Rural Schools," Fred Gowing, formerly State Supt. of Schools, New Hampshire; "The Manual Arts in Theory and Practice," Dr. James P. Haney, Director of Art and Manual Training, New York city; "Music in the High School," Prof. Leo R. Lewis, Tufts college.

### Rhode Island Institute.

The program of the sixty-first annual meeting of the Rhode Island Institute of Instruction, held at Providence, Oct. 19-21, was varied and timely. Among the topics presented were the following: "Education and Efficiency," Prof. Geo. E. Vincent, Chicago university; "The Educational Ideal," Prof. E. Hershey Sneath, Yale university; "Moral Influences as Foundations on which Rest the Power of the Teacher Over the Minds and Hearts of His Pupils," Dr. A. E. Winship, *Journal of Education*; "Powers and Duties of School Officials in the Moral Training of School Children," Mrs. Julia Duff, member of board of education, Boston; "The Teaching of Morality," Prof. Frederick J. E. Woodbridge, Columbia university; "The Classics as a Means to Moral Training," Prof. J. Irving Manatt, Brown university; "History as a Means to Moral Training," Prof. William McDonald, Brown university; "Children versus Grown-ups," Prof. Geo. E. Vincent; "The Ideal Boy," Eva March Tappan, Ph. D.; "The Moral Demands which the Community Has a Right to Make on the Public Schools," Supt. Walter H. Small, Providence; lecture: "Character," Prof. Frederick J. E. Woodbridge, Columbia university; "The Public School from the Point of View of an Outsider," President Mary E. Woolley, Mount Holyoke college; "The English Hour—a Recreation for Teacher and Pupil," A. J. George, Newton High School.

### Ohio Teachers' Federation.

In speaking of the Ohio Teachers' Federation meeting, to be held during the holiday season, Supt. S. K. Mardis says

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in the *Ohio Educational Monthly*: "The first session will be held Tuesday evening, Dec. 26. This meeting will be on legislative lines, and the members of all the other associations are invited to be present. The Federation is doing a great work, and should have the encouragement of all who are interested in educational improvement. All teachers and citizens are requested to aid in this movement in creating a desire on the part of the school patrons for better educational conditions thru the state. Better teachers, better compensation, better schools."

## Here and There.

The Twentieth Century Club of Boston recently moved into the beautiful new building at No. 3 Joy street. The cost of the new home is estimated at \$50,000.

Elaborate plans have been made for the coming winter, including three lecture courses on education, besides those on biblical subjects, the drama, and music.

## Authorities Waked up.

Miss Marie R. Overton, a school teacher of Richmond Hill, has received an appointment as teacher in the Philippines.

After passing a high grade examination in 1904 Miss Overton found that several below her on the list had received their commissions while hers was deferred. She entered a protest which reached President Roosevelt, who immediately ordered an investigation in Manila to find out why Miss Overton had been overlooked. The result was an appointment by cable.

## Study of Current Events.

Prof. J. A. James of Northwestern university is going to require the students of his history class to answer questions on current events. He will consider the matter as important as the recitation of the regular lesson. Professor James made this requirement after a quiz upon some events of importance that had been noticed in the newspapers. To his surprise a large majority of the class had not been reading the papers. In speaking to the class on the subject he said, "Newspapers are nothing more or less than the latest edition of history, and students should read them with as much care as they do the prescribed text-books."

## Superintendents' Council at Chautauqua.

The Chautauqua National Council of Superintendents and Principals recently prepared the general outlines of its program for 1906, to begin July 11. For the first three weeks the general question will be: How shall the curricula of our public schools be modified to provide more fully for practical training?

The program as outlined is as follows: Kindergarten and Primary (1st, 2d, 3rd, 4th grades): Right Foundations; Manual Training: What and How? Content and intent of ideal course of training in these grades; round table and discussions; question box.

Grammar and Intermediate grades (5th, 6th, 7th, and 8th grades): What additional elements of practical value to be in these grades? Manual training; what and how far to be carried in these grades? Proper foundations in these grades for future business training or for professional work. Round table and discussions; question box.

High School: What additional elements of practical value to be in these four years. Manual training and how far it must be carried? Proper foundations in these years for practical life; round table and discussions; question box.

The committee in charge of the program is Prin. G. F. McAndrew, Mrs. M. B. Tucker, Prin. J. T. Strain, and Supt. Thomas Bailey Lovell.

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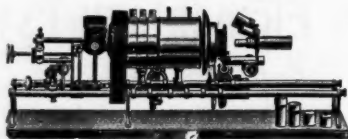
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